



- Thank the State Coordinator, Principal or HSTW Coordinator who helped organize the training
- Introduce yourself
- Ask each school team leader to introduce themselves and each person who is with them (if it is a large state group, select one representative from each group to give their school's information)
- Go over the agenda for the 2-day workshop
- Explain that you will be moving fast because there is a lot to cover in a short time
- By the end of the workshop, they may be overwhelmed.
- Ask them to bear in mind that they will be asked to prioritize their goals for the first year and beyond.
- During the course of the workshop, I will be modeling some classroom strategies.

#### REMINDERS FOR PREPARATION:

- Flip Chart paper
- Markers
- Prize (bag of candy) for teamwork activity
- Handouts (PowerPoint and Planner)
- SDW Materials



The slide features a blue vertical bar on the left with the SREB logo and the text 'Southern Regional Education Board'. The main content area is white with the title 'Site Development Workshop Objectives' in red. A blue triangle in the top right corner contains the text 'HSTW'. The objectives are listed in blue bullet points. The bottom right corner of the slide contains the text 'SDW' and the number '2'.

## Site Development Workshop Objectives

- Awareness and understanding of goals and key practices
- Determine status of school and classroom practices
- Prioritize actions for closing the knowing and doing gap
- Establish a team structure for planning and managing the implementation of the *HSTW* framework

SDW 2

After reading the objectives, have each table group select:

- A facilitator
  - The facilitator makes certain that all members of the group are heard. Make sure the job gets done.
- A recorder
  - The recorder writes notes for all group work and carefully labels each task. All notes are turned into the site coordinator at the end of the workshop.
  - A recorder is to keep a list of the actions developed by the team so that they can prioritize them into a list at the end of the SDW.
- A timekeeper
  - The timekeeper keeps the group on task and ensures completion of the task in the time allotted.
- A scribe
  - The scribe writes the groups' findings on chart paper. The scribe is also the reporter for the group (because they can read their own hand-writing)



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## Actions for Closing the Knowing and Doing Gap

- Why – Before – How
- Knowing comes from doing
- Actions count more than plans
- There is no doing without mistakes
- Measure what matters
- What leaders do matters

HSTW

SDW
3

• Jeffrey Pfeffer and Robert Sutton published “The Knowing-Doing Gap” in 1999. This influential book identified companies that made the leap from knowledge of what needs to be done to actually taking the necessary actions to “get things done.” They found that what separated successful companies from the rest was the ability to put knowledge to work. The same can be said for schools.

• The SREB has spent 20 years of researching “what works” in high school reform. Yet some of the schools in our network are improving and others are not. The non-improving schools have failed to transform knowledge into action.

• School reform research sends a clear message that in order for a reform model to work it must be implemented. The more deeply the HSTW model is implemented, the greater the impact on student achievement.

• We are finding the greatest gains in schools that found the courage and commitment to transform knowledge into action.

**• Teams have a copy of “Students Can’t Wait: High Schools Must Turn Knowledge into Action”**

**• For homework, a department chair will be assigned this reading. Be prepared to share the big ideas with the whole team tomorrow.**



## Workshop Format

---

- **Introduce Key Practices**
  - Why?
  - Discuss key indicators
  - Determine status of school practices
  - Actions taken by successful schools
  - Agree on actions to implement
- **Work as leadership team**



The slide features a blue vertical bar on the left containing the SREB logo and the text 'Southern Regional Education Board'. A blue diagonal banner in the top right corner reads 'HSTW'. The main text is centered on a white background.

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**Work Harder to Get Smarter:**

**We need to change our thinking and our language from an ability model to an effort model.**

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SDW 5

**ACTIVITY:**

- Name one characteristic of a high school organized on ability model and one characteristic of a high school organized on effort model.
- Ask them what the consequences are for the students at each type of school.
- Get a few responses from the audience.
- Record on a chart pad if appropriate and you have time.



## ***HSTW Achievement Goals***

---

- Increase to 85 percent the percentages of high school students who meet the *HSTW* reading, mathematics and science performance goals and the readiness goals for college and careers.
- Increase the percentages of *all* high school students who perform at the proficient level to at least 50 percent in reading, mathematics and science, as measured by the NAEP-referenced *HSTW* Assessment.
- Increase to 90 percent the percentages of high school students who enter grade nine and complete high school four years later.



## ***HSTW Implementation Goals***

---

- Increase to 85 percent the percentages of high school graduates who complete college-preparatory courses in mathematics, science, English/language arts and social studies and a concentration in an academic area, a career/technical area or a blend of the two.
- Advance state and local policies and leadership initiatives that sustain a continuous school improvement effort.



## ***HSTW Transition Goals***

---

- Have all students leave high school with postsecondary credit or having met standards for postsecondary studies to avoid remedial courses.
- Work in the middle grades to increase annually the percentages of students entering high school prepared to succeed in college-preparatory courses.



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## **HSTW Key Practices**

---

- **Using Data for Continuous Improvement**
- **Challenging Program of Study**
- **Challenging Career/Technical Studies**
- **Work-based Learning**
- **High Expectations**

- **Challenging Academic Studies**
- **Active Engagement**
- **Teachers Working Together**
- **Guidance and Advisement**
- **Extra Help and Transitions**

**HSTW**

SDW

9

- This is an overview of all 10 Key Practices. Mature HSTW sites have implemented these practices in their schools over time. For purposes of this workshop, we will re-order them and go into greater detail for some of the key practices.
- No school is expected to implement all ten at one time or in one year. You will be asked to examine priorities, goals and actions for your school that can be implemented over a 3-5 year period.
- You can not implement one key practice without impacting others.” For example, increasing by 15% the number of students enrolled upgrade the academic core will require a change in the guidance advisement, will require extended extra help system, and it will require providing teachers, new instruction strategies they can use and motivating students to meet higher core standards.
- Teams have a copy of the “HSTW: An Enhanced Design to Get all Students to Standards,” brochure to read. Draw everyone’s attention to the Advanced HSTW brochure that’s in their folder. “HSTW: An Enhanced Design to Get all Students to Standards,” describes how HSTW is an effort based system based on the ten key practices and key conditions.
- Remind participants that they may want to make this publication available to the whole faculty or do a jigsaw activity with it to introduce it to the faculty.
- An electronic copy can be sent to faculty members for their reference.
- Place a copy of the brochure in your “professional library.”
- **For homework, ask the principal to read this brochure and be prepared to share**



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**HSTW**

## ***HSTW Key Conditions***

- **A clear, functional mission statement**
- **Strong leadership**
- **Plan for continuous improvement**
- **Qualified teachers**
- **Commitment to goals**
- **Flexible scheduling**
- **Support for professional development**

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SDW 10

• Hold up the “Students Can’t Wait: High Schools must turn knowledge into action,” book and suggest that they could read and share this as a whole faculty book study or small learning community study team.



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**Why Develop Leadership Teams?**

- Teachers spend too little time talking about their work.
- Leadership teams carry on if a leader leaves and sustains the effort.
- Communication improves.
- Teams come up with better ideas; work and responsibility are shared:
  - A facilitator
  - A recorder
  - A timekeeper
  - A scribe
  - A presenter

HSTW

SDW 11

This third item is especially important. In the first ten years my high school was part of *HSTW*, we had three different principals. Two of them were committed to *HSTW*, but the third was not interested in learning anything new. If it had not been for the very strong team structure we had in place, I'm afraid our efforts at school improvement would have come to a halt. Others carried the ball while principal number three learned that he had to give up his power trip and become part of a team.

Schools really do run better when there are strong teams in place.



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## Teams Work Best



SDW

12



## How Many Do You Remember?

---

- Take one minute to work **independently** to list all the items on the preceding slide (hint: there were 25)



## Teams Work Better

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- Now work together in table teams to see if your table can come up with all 25.
- I have a prize for any table that does!



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## Teams Work Best



SDW

15



The slide features a blue vertical bar on the left with the SREB logo and the text 'Southern Regional Education Board'. The main content area is white with a blue header 'Most-improved and Non-Improved Schools' and a blue diagonal banner in the top right corner with the text 'HSTW'. A list of six bullet points is centered on the slide, and the bottom right corner contains the text 'SDW 16'.

**SREB**

**Most-improved and Non-Improved Schools**

- **Comparison of two sets of 75 schools using 2002 and 2004 data**
- **Similar ethnicity**
- **Similar sizes**
- **Similar locations – Urban, Suburban, Rural**
- **Similar parent education**
- **Different progress in implementation and achievement**

**Southern Regional Education Board**

**HSTW**

**SDW 16**

The data that we will be looking at in this presentation includes three sets:

2006, 2004 and 2002 HSTW assessment data

For comparison purposes, we are looking at similar schools in the network that took the assessment in 2002 and 2004. Similar schools that had different levels of implementation and student achievement.



SREB       Southern Regional Education Board	Implementation Differences result in Achievement Differences		HSTW
		Non- improved Schools	
		Most- improved Schools	
	Reading	- 9	+ 11
	Mathematics	- 7	+ 11
	Science	- 11	+ 17
			SDW 17

Note: 10 points = 1 grade level gain in achievement

Ask them to keep in mind that these are similar schools.

“What was it that helped the most improved schools raise student achievement in all three areas?”



SREB	Achievement Reading Differences across Sub-groups		HSTW
	Reading	Non-improved	Most-improved
Southern Regional Education Board	All students	- 9	+ 12
	African-American	- 8	+ 9
	White	-11	+ 12
	Low parent education	- 9	+ 10
	High parent education	-10	+ 12
		SDW	18

Low parent education means the parent did not go beyond high school.

High parent education means at least one parent has attended a secondary institution and may or may not have attained a degree.

You can see that in the most improved sites, all sub-groups increased achievement at about one grade level, and the non-improved sites actually took a step backwards in student achievement.



SREB	Average Gains/Declines in Mathematics Achievement Scores		HSTW
	Mathematics	Non-improved	Most-improved
Southern Regional Education Board	All Students	- 7	+ 11
	African-American	- 6	+ 8
	White	- 9	+ 11
	Low parent education	- 7	+ 9
	High parent education	- 8	+ 11
		SDW	19

In mathematics, the gains in achievement at the most-improved schools are similar to the pattern we saw in reading. All groups of students had a gain of eight to 11 points in mathematics achievement and made significant progress toward meeting the *HSTW* performance goal.

**Whatever these schools are doing, it is working for all groups of students.**

In contrast, the non-improved schools had a mathematics achievement decline among all groups of students.

Why does a group of high schools with similar students in 2004 and 2002 decline almost one grade level in mathematics achievement? What changed in these schools? Was it new leadership or a new mathematics staff? Was it as simple as failing to come together as a staff to help more students master a rigorous and relevant mathematics curriculum?



SREB	Average Gains/Declines in Science Achievement Scores		HSTW
	Science	Non-improved	Most-improved
Southern Regional Education Board	All Students	- 11	+ 17
	African-American	- 9	+ 16
	White	- 12	+ 16
	Low parent education	- 10	+ 16
	High parent education	- 12	+ 17
		SDW	20

The gains in science achievement at the most-improved schools is much greater than the gains in reading and mathematics. The gain ranged from 16 to 17 points.

In contrast, at non-improved schools the declines ranged from nine to 12 points in science achievement. The most-improved schools made gains in science achievement for all groups of students.



The slide features a blue vertical bar on the left with the SREB logo and the text 'Southern Regional Education Board'. The main content area is white with a blue header bar at the top right containing the text 'HSTW'. The title 'Key Question' is in red, underlined. The question text is in blue. The bottom right corner contains the text 'SDW 21'.

**SREB**

**Key Question**

**Why do students at most-improved schools make greater gains in achievement than students at non-improved schools?**

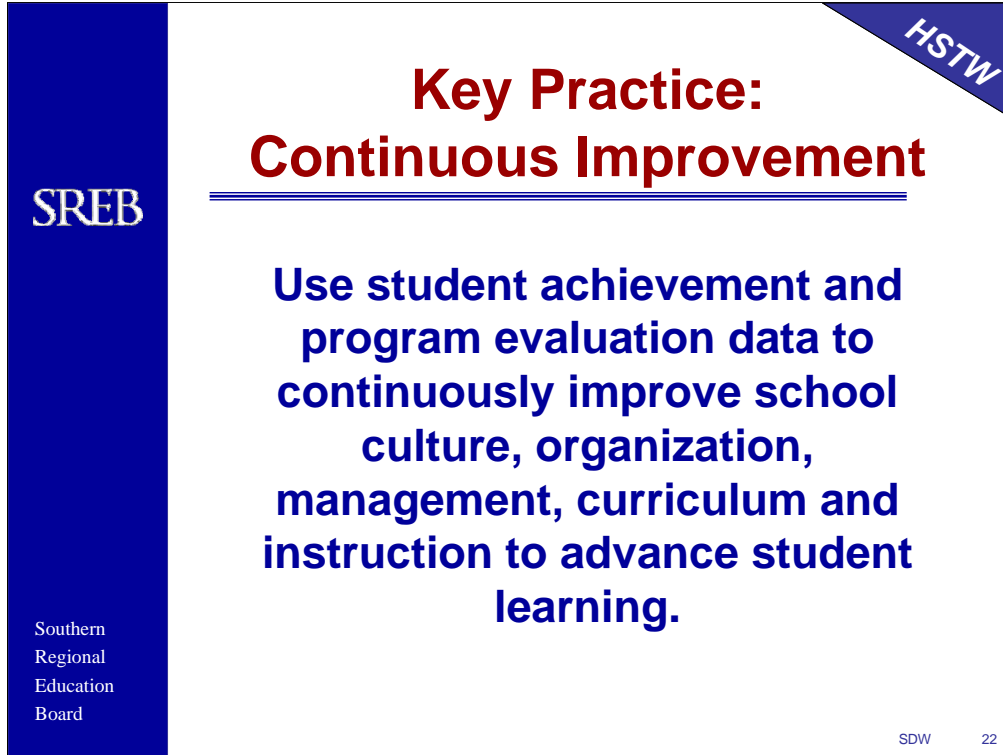
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SDW 21

**The question these data pose is why do students at most-improved schools make greater gains in achievement than students at non-improved schools? The answer: They do more to implement the design.**

One thing is that the most-improved schools came together as a staff and reached out to support each other and the students during this process to more deeply implement the *HSTW* design. In contrast, this did not occur at the non-improved schools.





The slide features a blue vertical bar on the left with the SREB logo and the text 'Southern Regional Education Board'. The main content area is white with a blue diagonal banner in the top right corner that reads 'HSTW'. The title 'Key Practice: Continuous Improvement' is in red, underlined text. Below it, the text 'Use student achievement and program evaluation data to continuously improve school culture, organization, management, curriculum and instruction to advance student learning.' is in blue.

**SREB**

**Key Practice:**  
**Continuous Improvement**

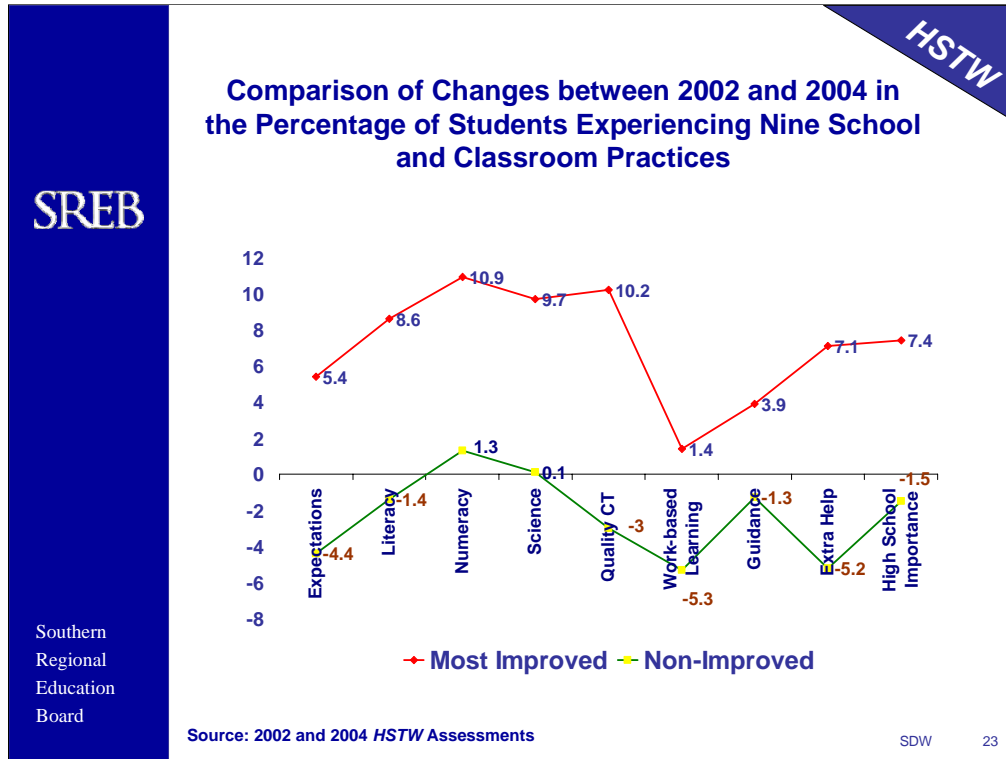
**Use student achievement and program evaluation data to continuously improve school culture, organization, management, curriculum and instruction to advance student learning.**

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SDW 22

- Continuous improvement means the school is addressing those things the school has control over and can change.
- The school can change:
  - what it teaches
  - how it teaches
  - how it organizes itself
  - How it organizes the school day
  - The culture of expectations
  - How teachers relate to each other and how they relate to students
  - How the school involves family and community in the process
- Continuous improvement is figuring out what's working and what's not working and making changes that result in improved student learning.





- Small changes often reflect steps to improve school tone, culture and climate.
- Engage faculty and support staff in taking actions to make changes to reach the target goals.
- Assess progress in terms of targeted goals and celebrate success frequently.
- Repeat the cycle.



## Why is using data for continuous improvement important?

---

- Know where you are-where you need to be
- Inspire change
- Measure progress
- Link achievement with changes in classroom practices
- Celebrate accomplishments



**SREB**

**Foundation for Continuous Improvement**

- Establish a consensus about the need to change (assess)
- Set interim targets to close the gap between current and desired practices (plan)
- Engage and support faculty to reach the targets (do)
- Assess progress in terms of targeted goals (evaluate)
- Celebrate successes frequently
- Repeat the cycle

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**HSTW**

SDW 25

**Site Development Guide #1, “Where do you begin?” lays out the foundation for continuous improvement.**

**This guide will also be part of the principal’s reading assignment for homework.**



SREB  Southern Regional Education Board	Teachers Report Intensive School Improvement:	Top 50	All Sites
	Goals are clear	80%	40%
	Teachers maintain a demanding and supportive environment	71%	34%
	Principals stress the need to teach all students to the same high standards (monthly)	60%	33%
	Teachers continue to learn and seek out new ideas	74%	42%
	Teachers/administrators work as a team	78%	37%
	Teachers use data to evaluate school and classroom practices	51%	25%

SDW

26

*HSTW* collects yearly data on the practices of the top 50 schools in the *HSTW* network. A comparison of this data reveals the following:

In the top 50 schools, teachers report that the goals of the school are clear.

71% report that their principals support them—pay their professional dues, supply professional journals

In the top 50 schools,  $\frac{3}{4}$  of the teachers report that they continue to learn and seek out new ideas and work as a team with their administrators.

Where would your school fit on this chart?



**SREB**

**Take five minutes to  
complete the climate for  
continuous improvement  
checklist as a team.**

**Page 10 of Planner**

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**HSTW**

SDW 27

Stop and give them about three minutes to complete a climate for continuous improvement, their current status.

Page 10 of the site action planner.



## How are performance and practices measured?

- State Assessments
- Teacher Assessments
- Course Failure (ninth-grade)
- ACT/SAT Results
- Attendance Rates
- Graduation Rates
- Certification Exam Results
- Post-Secondary Readiness
- Assessing Readiness Practice

This slide and the next are reminders of all the sources of data schools have available in assessing where they are in terms of student achievement.



## **How are performance and practices measured?**

---

- Instructional Review
- Staff Experience Chart
- Remedial Studies Reports
- Follow-up studies
- Drop-out exit reports
- Master Schedule
- Focus Group Interviews
- Graduate Feedback
- Assessing Practice



**SREB**

**How Schools Measure the Depth of *HSTW* Implementation**

**The *HSTW* Assessment:**

- **NAEP – referenced assessment in Reading, Mathematics and Science**
- **Student survey of school and classroom practices**
- **Student transcript analysis**
- **Faculty Survey**

**Annual Report**  
**Technical Assistance Visit**  
**Assessing Practice**

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SDW 30

- Explain the *HSTW* data assessment process for new schools.
- Review for experienced sites.

Make sure teams know the data collection requirement for being a *HSTW* site.



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## Continuous Improvement: Specific Actions

### Page 11-12

**HSTW**

Describe how you will organize an overall school improvement team and five focus teams

1. How will you select a team leader?
2. How will you select team members and what content areas will be represented on each team?
3. How will you establish expectations for each team?

Which teams will analyze gaps in:

- Achievement to standards
- Enrollment in advanced academics
- Classroom expectations
- Readiness for grade 9
- Postsecondary study/career

SDW
31

Select focus team chairs who have teacher leadership skills based on these criteria:

1. Someone others will follow
2. Demonstrate a passion for teaching all students to high levels
3. Has a passion for school improvement, a team player and energetic

Consider spreading resistant faculty among the teams—sometimes these people turn around and become your best advocates for change.

One suggestion for placing teachers on teams is to give them each an index card and ask them to list their top three choices for focus teams (go over each one with them and the charge for the focus team first). Tell them you will do your best to give them their first choice. This gives the principal/leadership team the final say in who is placed on each team.

Tell them not to worry right now about team assignments, we will come back to this at the end of the workshop. But they need to have these questions in the back of their mind as they work through the ten key practices.

The next few slides will more closely examine the gaps schools need to address as they restructure.



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## Organizing Teams for Continuous Planning and Implementation

Five Focus Teams (included in overall school improvement team):

1. Curriculum leadership team
2. Professional development leadership team
3. Guidance and public information leadership team
4. Transitions leadership team
5. Evaluation leadership team

See Pages 11 and 12 in the Planner

HSTW

SDW
32

- Schools will develop an overall school improvement team
- This team will determine what focus teams will be established in the school. Many schools have five focus teams listed here.
- If you already have a school improvement team you may need to expand it so that the chairs of the focus teams are included on it.
- On page 11 of the Planner, schools will determine which teams will address the achievement, expectation, and opportunity gaps.
  
- Give the HSTW Coordinator the job of reviewing the Site Development Guide #2, “Developing Effective Teams,” so schools can begin thinking about how they will organize school teams.
  
- If your school already has a team or committee structure, think about how you will incorporate your HSTW focus teams into that structure.
- Who will lead these teams?
- Who will participate on the focus teams? Select a core group that supports your reform efforts. Make sure they are represented on the focus teams. This is a great opportunity to develop cross-curricular teams so that teachers have an opportunity to work with colleagues outside their department.



The slide features a blue vertical bar on the left with the SREB logo and the text 'Southern Regional Education Board'. The main content area is white with a blue diagonal banner in the top right corner containing the text 'HSTW'. The title 'Key Practice: Program of Study' is centered in red and blue text. Below the title is a horizontal line. The main text, 'Have students complete a challenging program of study with an upgraded academic core and a concentration.', is in blue. The bottom right corner contains the text 'SDW 33'.

**SREB**

**Key Practice:**  
**Program of Study**

**Have students complete a  
challenging program of study  
with an upgraded academic core  
and a concentration.**

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SDW 33

The most powerful thing schools can do to raise student achievement is give students access to the HSTW recommended academic core.

Also, students who pursue a concentration are motivated to work harder in all their students.

Assign the counselor homework: “Students Will Take the Right Courses When the Principal Leads,” Site Guide #14.



The slide features a blue vertical bar on the left with the SREB logo and the text 'Southern Regional Education Board'. The main content area is white with a blue header 'Completing a Challenging Program of Study Matters' and a blue diagonal banner in the top right corner with the text 'HSTW'. The slide lists four bullet points under the heading 'A Challenging Program of Study:'.

**SREB**

**Completing a Challenging Program of Study Matters**

**A Challenging Program of Study:**

- **Is the best predictor of achievement**
- **Gives focus**
- **Prepares students for the next step**
- **Makes high school count**

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SDW 34

Emphasize that a challenging program of study is the best predictor of achievement based on HSTW assessment data analysis.




## **HSTW Recommended Academic Core for All Students**


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- **Four credits in college-prep/honors English**
  - Students read 8-10 books a year
  - Students write weekly
  - Students complete at least one major research paper
- **Four mathematics credits – Algebra I, geometry, Algebra II and above**
- **Three lab-based science credits at the college-prep level; four credits with a block schedule**
- **Three credits of social studies; four credits with a block schedule**
- **Mathematics and Science in the Senior Year**





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## Recommended Concentrations

- **Mathematics and science concentration** – four credits in each field, with at least one at the Advanced Placement level
- **Humanities concentration** – four credits each in college-prep level language arts and social studies, with at least one at the college level and four additional credits from foreign language, fine arts, journalism, debate, music, etc.
- **Career/technical concentration** – four credits in a planned sequence of courses within a broad career field – pre-engineering, health/medical science, etc.

SDW 36

Teachers will take time at their table to estimate the percentage of students at their school who would answer affirmatively to these statements.



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**Take 5 minutes to complete  
the pre-learning concept  
check on a *Rigorous  
Curriculum*.**

***Take 3 minutes to discuss  
answers in table groups.***

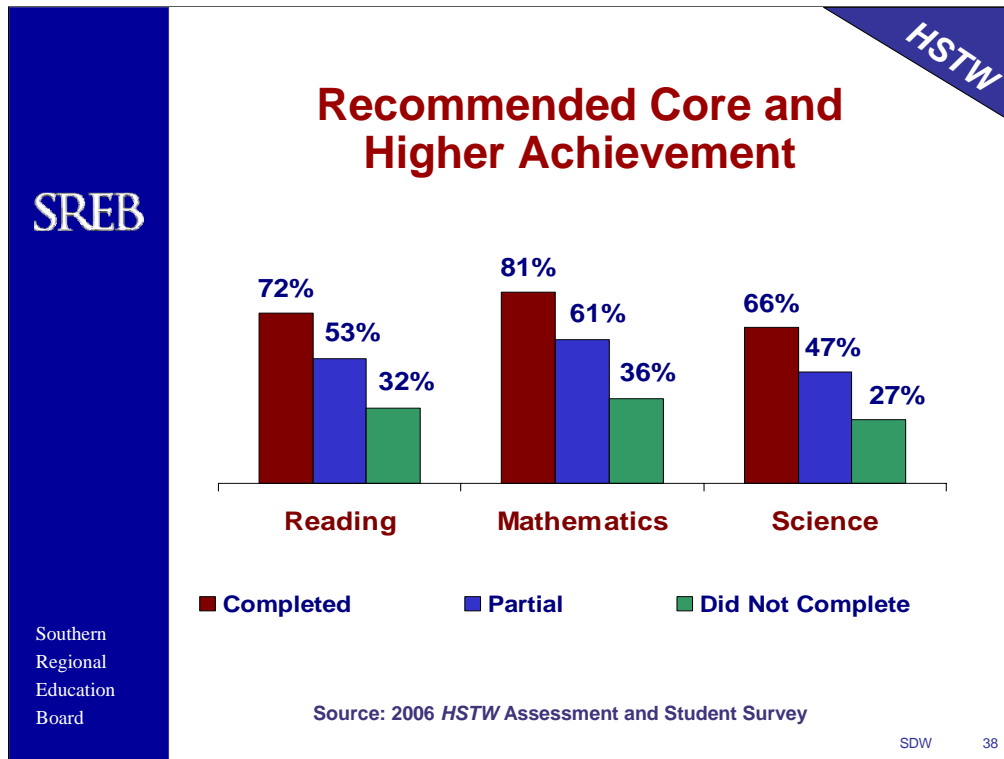
***Pages 13-14***

SDW 37

With the exception of the curriculum requirements, the concept check statements **should be completed through the eyes of the student.**

Assign someone to read for homework, “Students Can’t Wait,” focusing on actions schools took to increase the number of kids taking the recommended curriculum.





Completed 24%                                      Partial 50%                                      Did Not Complete 26%

Completed (3 Parts)                      Partial (1-2 Parts)                      Did Not Complete (0 Parts)

• There is a correlation between completing the recommended academic core and achieving at a higher level on the *HSTW* assessment of reading, mathematics and science.

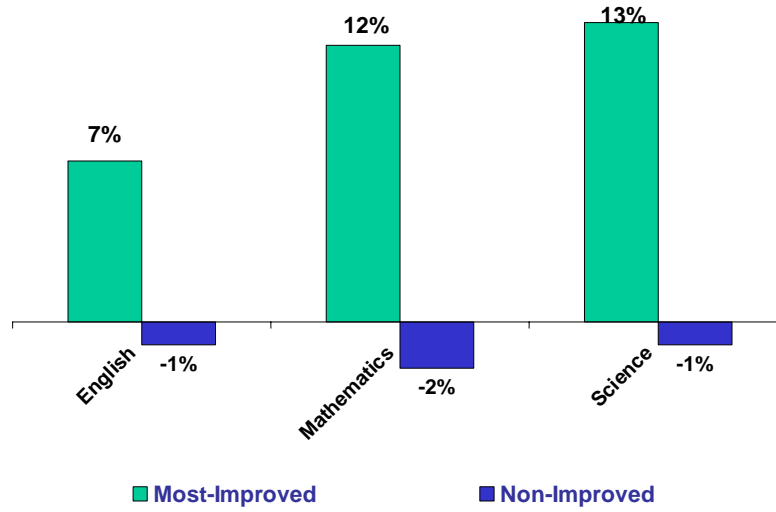
• Eighty-one percent of students completing the recommended academic core met the *HSTW* performance goals in mathematics; 72 percent in reading and 66 percent in science.

• In comparison of the students who completed one or two of the core academic requirements, 61 percent met the mathematics performance goal; 53 percent met the performance goal in reading; and 47 percent met the science goal.

• Only about one-third of students who failed to complete any part of the recommended core met the performance goals (32%, 36%, 27%).



# Gains/Declines in Percentages of Students Completing the *HSTW*-Recommended Curriculum



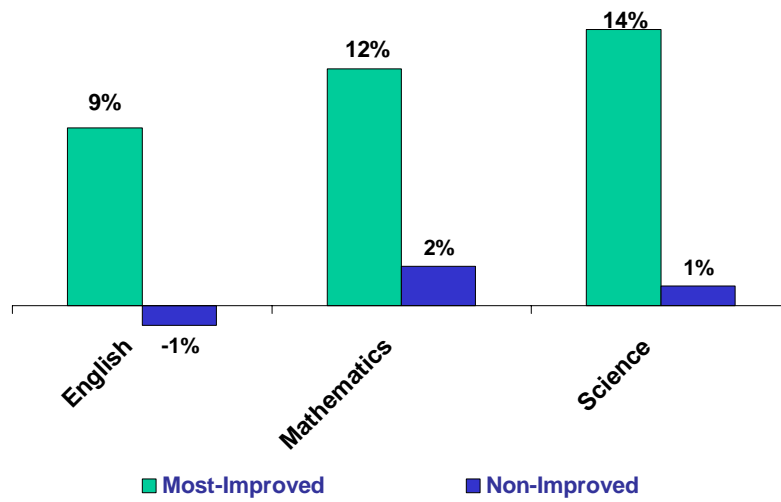
Source: 2004 *HSTW* Assessment

SDW

39



# Gains/Declines in Percentages of Majority Students Completing the *HSTW* Recommended Curriculum



Source: 2004 *HSTW* Assessment

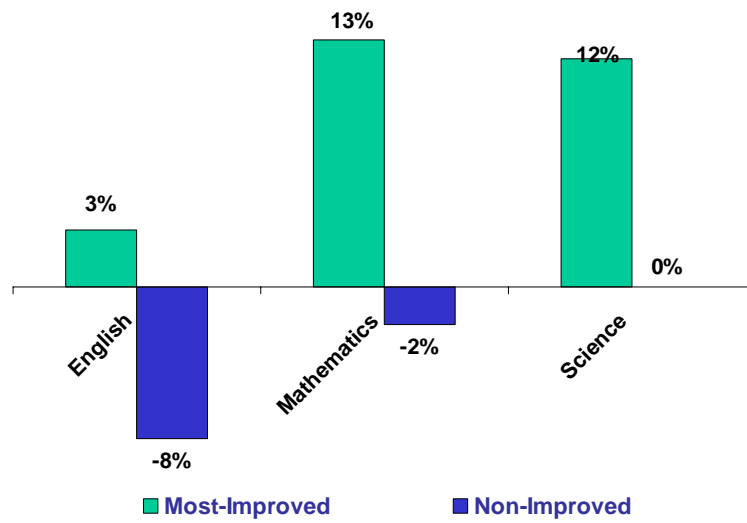
SDW

40



# Gains/Declines in Percentages of African American Students Completing the *HSTW* Recommended Curriculum

*HSTW*



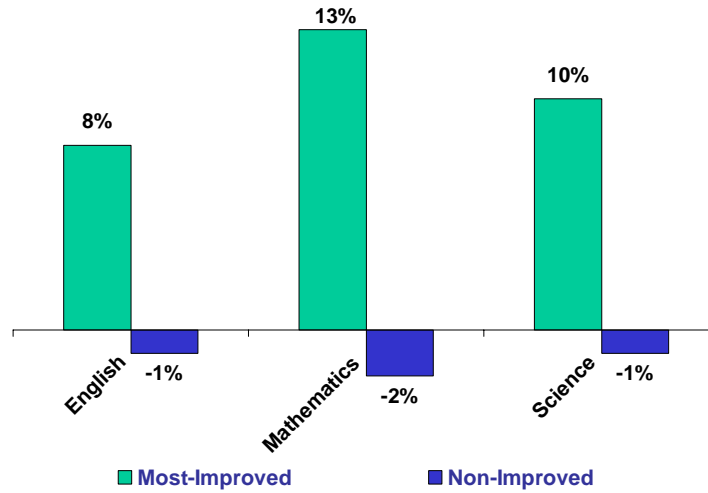
Source: 2004 *HSTW* Assessment

SDW

41



### Gains/Declines in Percentages of Students Completing the *HSTW* Recommended Curriculum by High Parent Education



Source: 2004 *HSTW* Assessment

SDW

42



## 2006 Recommended Core and Academic Achievement

HSTW

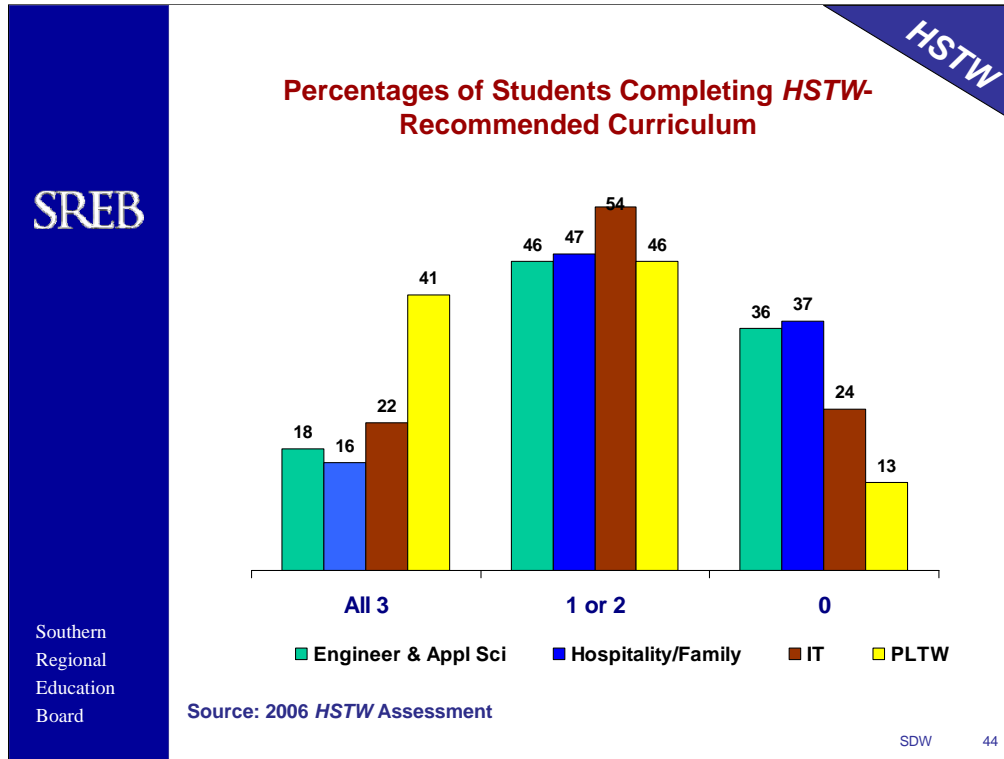
	Average Reading	Average Mathematics	Average Science
<b>Fully Completed</b> (completed all three subjects)	291	317	310
<b>Partially Completed</b> (completed 1 or 2 of the subjects)	279	301	294
<b>Did Not Complete</b>	264	283	276
<b>HSTW Goal</b>	279	297	299

Source: 2006 HSTW Assessment and Student Survey – Based on  
students who completed the student survey and all three subject tests.

SDW

43





Let's take a look at 2006 data for students in four CTE programs of study:

1. Engineering and Applied Sciences (green)
2. Hospitality/Family & Consumer Science (blue)
3. Information Technology (red)
4. Project Lead the Way (pre-engineering program) (yellow)

You can see that the pre-engineering program, Project Lead The Way, had 41% of students completing all 3 areas of the recommended academic core curriculum.



SREB          Southern Regional Education Board	Percentages of Students Meeting the <i>HSTW</i> Performance Goals by Career/Technical Programs			HSTW		
		Reading	Math	Science		
	Engineering & Applied Science	45%	57%	48%		
	Hospitality/Family	42	43	29		
	Information Tech	57	65	56		
	PLTW	66	81	70		
	Source: 2006 <i>HSTW</i> Assessment					
					SDW	45

- IT and PLTW have at least 50 percent of their students meeting our reading goal.
- Percent of students meeting the mathematics goal ranging from 43 percent in hospitality to 81 percent in PLTW.
- IT and PLTW also have at least 50 percent of their students meeting our science goal.
- Why are fewer engineering and applied science students meeting performance goals than PLTW students?



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**Strategies for Implementing the  
*HSTW* Core Curriculum**

**HSTW**

- Enroll ALL students in the Core
- Eliminate 15-20 percent of low-level courses/sections annually to enroll more students in higher level courses
- Investigate alternative schedules to allow more time for students to take critical courses
- Use the core as the default curriculum
- Get guidance staff on board

SDW 46

**Using the core as the default curriculum means all students are automatically enrolled in the recommended curriculum.**



## **Actions to Get Students to Take the Right Courses**

---

- **Raise graduation requirements**
- **Strengthen guidance and advisement - involve parents**
- **Develop student handbook with career pathways and related course of study**
- **Eliminate smorgasbord scheduling**
- **Use guest speakers, hold career expos and college fairs**
- **Establish small learning communities**



The slide features a blue vertical bar on the left with the SREB logo and the text "Southern Regional Education Board". A blue diagonal banner in the top right corner contains the text "HSTW". The main content area is white and contains a quote in blue italicized text, followed by a second line of text in blue italicized text with some words in brown. At the bottom right of the quote is the attribution "Dr. Gene Bottoms" and "2006 HSTW Annual Conference". In the bottom right corner of the slide, the text "SDW" and "48" are visible.

**SREB**

***"Students' behavior and attitude toward school changes when school leaders agree to do whatever it takes to get students to grade-level standards, prepared for challenging high school studies and for postsecondary studies and careers.***

***Achievement goes up, graduation rates increase and students become more engaged when leaders lead to set higher expectations and support students to meet them."***

**Dr. Gene Bottoms**  
**2006 HSTW Annual Conference**

SDW 48

Unless the adults in the building take responsibility to initiate a set of actions to enroll more kids in high level courses it simply will not happen.

Students/teenagers will take the path of least resistance.



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## Major Actions to Enroll More Students in *HSTW*-recommended Core and Concentration

---

- Review your current status related to the key practice and determine one outstanding practice in place
- Identify major actions to increase annually by 10% - 20% of students completing
  - Four college preparatory English courses where students read 8-10 books a year, write weekly and complete at least one research paper
  - Four courses in mathematics – Algebra I and higher
  - Three college preparatory, lab-based science courses
  - A concentration – academic and career/technical

HSTW

Page 15

SDW

49

For whole faculty workshops, have somebody from the school enter all actions in a computer during each present out.

For school teams workshop, have a member of the team keep a master copy of the planner with actions listed.

**Schools keep waiting for kids to change, but kids won't change until the adults in the building change.**

**Adults must decide they are going to enroll more students in career courses each year. They have to take action or it won't happen.**



The slide features a blue vertical bar on the left with the SREB logo and the text 'Southern Regional Education Board'. The main content area is white with a blue header 'Key Practice: Career/Technical Studies'. A blue triangle in the top right corner contains the text 'HSTW'. The text on the slide describes a key practice for career/technical studies and lists three needs for school leaders.

**SREB**

**Key Practice:**  
**Career/Technical Studies**

Provide more students access to intellectually challenging career/technical studies in high-demand fields that emphasize the higher-level mathematics, science, literacy and problem-solving skills needed in the workplace and in further education.

School leaders need to:

- Develop standards, conditions and agreements for awarding postsecondary credit to high school students.
- Require senior projects with academic, technical and performance standards.
- Provide students opportunities to work toward a recognized employer certification.

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SDW 50

Review the three things school leaders need to do.

Ask teams if they were to do this in their school, what would change about their CTE courses? Give them a few minutes to think about this.

Ask teams if any of them have already taken steps to do this. Ask 1-2 teams to share if they think it is an outstanding practice in their school.



**Literacy Strategy: Jigsaw**

*"High-quality Career/Technical Programs Give Students a Boost Toward a Good Job and Postsecondary Studies"*

**Teams of Five**

- **Number off: Reading Assignments**
  1. *Exploring...*
  2. *Aligning...*
  3. *Strengthening...*
  4. *Building...*
  5. *Giving...*
- **Read Individually - 6 Minutes**
- **Expert Groups (1s together to discuss, etc) – 5 Minutes**
- **Original Teams of 5 to discuss all articles- 10 Minutes**

SDW 51

Everyone should have a copy of this CTE newsletter.

Take this opportunity to highlight the 2005 and 2006 conference newsletters that schools can access on the SREB website. These newsletters highlight school presentations from sites in our network.

Use this activity if time permits for an in depth discussion of this Newsletter Article. If not, hand out the article for them to read for homework. Follow-up homework with Memory Box Activity—slide at end of PowerPoint.



## Quality Career/Technical Courses Matter

---

- Improve high school retention
- Increase understanding of academic content
- Give meaning to school
- Motivate students
- Improve retention of academic skills
- Get on track faster after graduation
- Discover career options



The slide features a blue vertical bar on the left with the SREB logo and the text 'Southern Regional Education Board'. The main content area is white with a blue diagonal banner in the top right corner containing the text 'HSTW'. The title 'Purpose of High School Career/technical Studies' is centered at the top in red, underlined text. Below the title is a bulleted list of purposes in blue text.

**SREB**

**Purpose of High School Career/technical Studies**

- Prepare students for work and further study
- Advance technical literacy
  - Understand technical concepts
  - Read and comprehend technical materials
- Advance technical numeracy
  - Apply mathematics problems within chosen field
  - Solve problems and think critically

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SDW 53

- An example of technical literacy:

Ask yourself, “Can the student make a written report and verbally explain a process using the language of the field?”

- An example of technical numeracy:

In a building construction course, students may be expected to complete a project to develop a floor plan. Converting measurements from a scale drawing is a technical skill needed in developing a floor plan.



**SREB**

**HSTW**

## **Organizing High School Career/technical Programs around 16 Career Clusters**

- **Agriculture and Natural Resources**
- **Construction**
- **Manufacturing**
- **Transportation, Distribution and Logistics Services**
- **Business and Administrative Services**
- **Wholesale/retail Sales and Services**
- **Financial Services**
- **Hospitality and Tourism**

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Source: U.S. Department of Education.

SDW 54

Consider the course offerings in your school...

What CTE programs do you currently offer that will fit into one or more of these clusters?



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Organizing High School Career/technical  
Programs around 16 Career Clusters (cont'd)

HSTW

- Health Services
- Arts, Audio, Video Technology and Communication Services
- Information Technology Services
- Scientific Research, Engineering and Technical Services
- Human Services
- Legal and Protective Services
- Education and Training Services
- Public Administration/Government Services

(www.careerclusters.org)

Source: U.S. Department of Education.

SDW 55

•Hold up a copy of “A Guide to Preparing a Syllabus: Designing Challenging Vocational Courses.”

•Ask a CTE person to read chapters 2 (old CT goals versus new CT goals) and chapter 6 (criteria for a challenging project) and ask them to be ready to share with their table tomorrow the major points in the publication.

•Reference the website, **www.careerclusters.org**

•16 Career Clusters and related resources

•Free Cluster sample plans of study (knowledge and skills for each program of study)

•Free Career Clusters Interest Survey activity



## Strengthening C/T Studies

---

- **Enroll at-risk students in at least one C/T credit course annually**
- **Offer ninth grade exploratory course introducing broad career fields**
- **Increase the number of students completing 4 or more technical courses**
- **Expand opportunities for students to earn post-secondary credit or certifications while in high school**





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## Strategies to Strengthen C/T Courses

- Design Course **Syllabi** for every C/T course
- Emphasize **literacy, numeracy, science and technology** in all C/T classrooms through rigorous assignments, projects and homework.
- Create C/T **assessments** (interim and end-of course) that reflect industry standards and require use of literacy and numeracy skills
- Get input from **local business and industry** partners to strengthen **applications of career/tech content**.
- Require career-focused **senior project**



SDW 57

Have a copy of the HSTW Syllabus Guide – Purple Book to hold up and available for review.

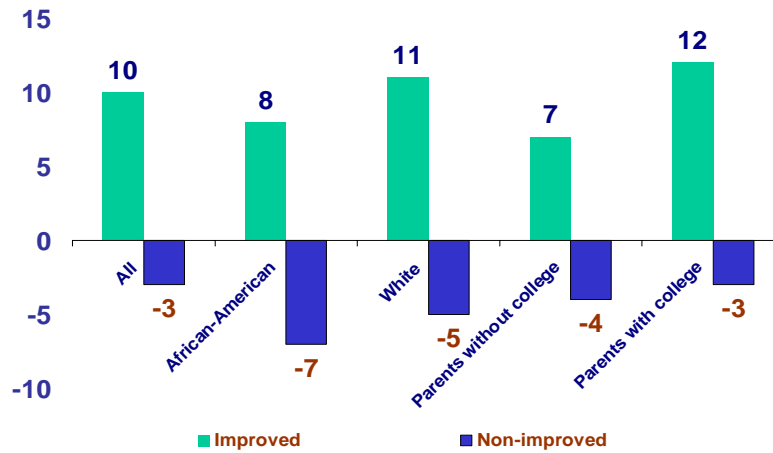


## Different Ways to Organize High School Career/technical Studies

- Using a career major concept
- Organizing the high school into small learning communities around career-based themes
- Organizing the high school around broad career pathways
- Planning programs of academic and career/technical studies that are linked to postsecondary studies



## Percentage of Students Having Important Career/technical Experiences



Source: 2002 and 2004 HSTW Assessment

Note: Changes in percentages are rounded to the nearest whole numbers.

SDW

59



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HSTW

## Significantly Higher Percentages of Students in 2002 than in 2004 Experienced High- Quality Career/technical Instruction

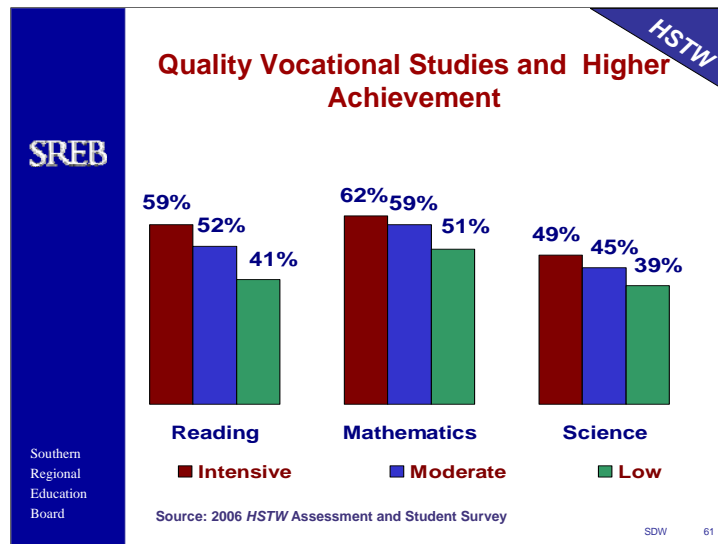
Students said they:	Most- imp. Schools	Non-Imp. Schools
Used computer skills to do assignments in their CT studies at least monthly	Yes*	No
Completed a project that first required some research and a written plan.	Yes*	No
Were required to complete a senior project that included researching a topic, creating a product or performing a service and presenting it to the class or to others.	Yes*	No

Source: 2002 and 2004 HSTW Assessment  
\*p.<.01

SDW
60

- “No” = there was no significant improvement in the percent of students between 2002 and 2004. In other words, the school didn’t make any changes at all.
- “Yes” = there was a significant change
  - .01 level=probability 1 time out of 100 that this could be due to chance (.05 level = 5 times out of 100 that this could be by chance)
- Look for ways to engage students in using technology to complete assignments in the career/technical field.
- Why a senior CT project?
  1. A major project is a way to engage students in the language of the field.
  2. Students will have to do investigative projects in the workplace.
  3. The senior project means they have to read, write, speak, listen, investigate and they have to go on stage to perform.
- These are the big changes in the experiences of students at the most-improved schools. In fact, the greatest change in the quality of their school experiences in most-improved schools was in the quality of their career/technical programs.





Intensive 30%                      Moderate 46%                      Low 24%

Intensive (7-11)    Moderate (4-6)    Low (0-3)

Career/technical students who frequently have intensive exposure to quality career studies (7 to 11 of them) are more likely to meet the *HSTW* performance goals in reading, mathematics and science than students who have “moderate” or “low” exposure to these experiences.

Since academic achievement is a major predictor of success on employers’ exams and other written tests, it is fair to say that students who have had “intensive” experiences in quality career/technical programs are much more likely to pass career-related exams than students who are enrolled in low-quality career/technical programs that fail to provide these experiences.







## **Key Practice:** **Work-based Learning**

---

**Enable students and their parents to choose from programs that integrate challenging high schools studies and work-based learning and are planned by educators, employers and students.**



## What Makes a Quality WBL Program?

---

Each student has:

- Classroom and work-site assignments that are correlated to career field
- Work-site experiences connected to career goals
- A work-site mentor



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**Work-based Learning Opportunities**

- **Job Shadowing**
- **Service Learning**
- **Co-op**
- **Internships**
- **Youth Apprenticeship**

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**HSTW**

SDW 65

These are a few examples of work-based learning opportunities.

Another example would be a school-based enterprise (school bank, school store, etc.)



The slide features a blue vertical bar on the left with the SREB logo and the text 'Southern Regional Education Board'. The main content area is white with a blue header bar at the top right containing the text 'HSTW'. The title 'Quality WBL Programs Have High Expectations for Students' is in red, bold font. Below the title, the text 'They require students to:' is in blue, followed by a bulleted list of four items in blue: 'Attend a regular class and/or seminar', 'Plan experiences with work-site employer and teacher', 'Keep a journal of experiences', and 'Develop a career portfolio'. The bottom right corner of the slide contains the text 'SDW 66'.

**SREB**

**Quality WBL Programs Have High Expectations for Students**

**They require students to:**

- **Attend a regular class and/or seminar**
- **Plan experiences with work-site employer and teacher**
- **Keep a journal of experiences**
- **Develop a career portfolio**

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SDW 66

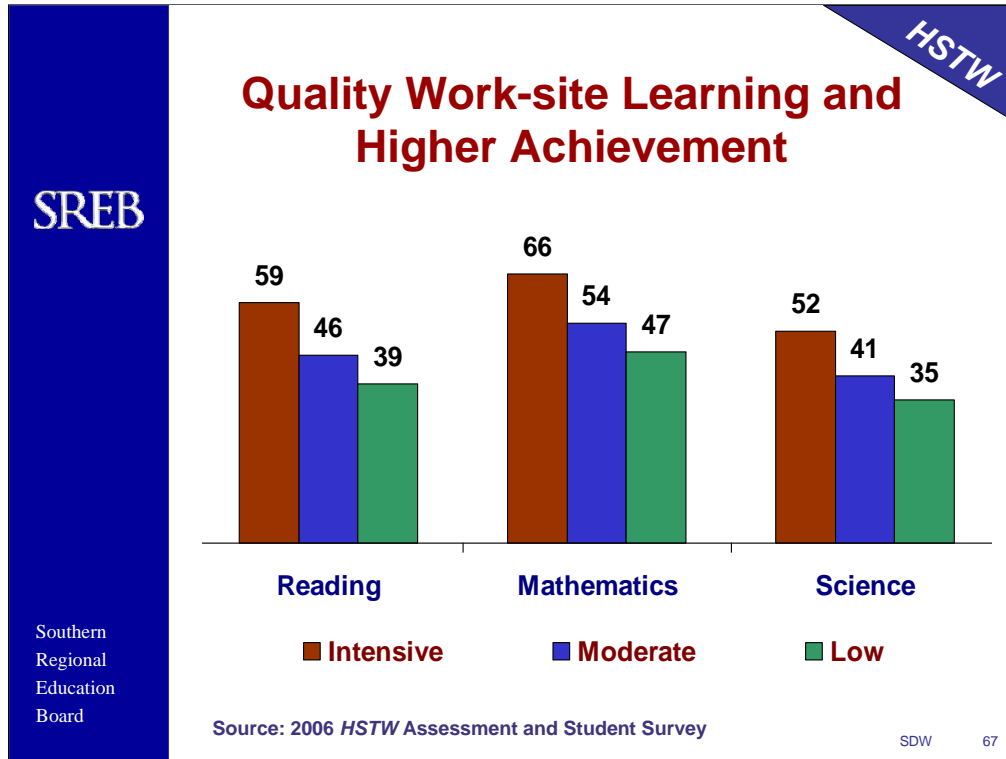
Schools that set high expectations are honoring effort and hard work. This helps communicate that school counts.

High expectations give students a sense of self worth.

Students realize that they are important, that the school believes in them enough to set high standards and believes that they can meet these standards, and that the school will help them.

High expectations enables students to become more focused, motivated and goal-oriented.





Intensive 52%

Moderate 22%

Low 24%

Intensive (3-4)

Moderate (2)

Low (0-1)

A higher percentage of students who reported having intensive quality work-based learning experiences met the reading, mathematics and science performance goals in 2006 than students who had lower levels of experiences. Students who participated in moderate- to low-quality work-site learning experiences had significantly lower academic achievement.



## Career/Technical Studies- WBL Brainstorming

HSTW

- Review your current status related to the key practice and determine one outstanding practice in place.
- Recommend one action to incorporate literacy into Career/technical courses.
- Recommend one action to incorporate numeracy into Career/technical courses.
- Recommend one action to improve the quality of Career/technical courses.
- Recommend one action to increase access and quality of work-based learning opportunities.

See Pages 17-19 of Planner



The slide features a blue vertical bar on the left with the SREB logo and the text 'Southern Regional Education Board'. The main content area is white with a blue diagonal banner in the top right corner containing the text 'HSTW'. The title 'Key Practice: High Expectations' is centered in red and blue. Below the title, the key practice is stated in blue, followed by a quote from Alexander Pope in red.

**SREB**

**Key Practice:**  
**High Expectations**

**Motivate more students to meet high expectations by integrating high expectations into classroom practices and giving students frequent feedback.**

**When he wrote, “*Blessed is he who expects nothing, for he shall never be disappointed,*” Alexander Pope could have been describing the expectations that some teachers at non-improved schools have for their students – nothing.**

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SDW 69

You cannot teach a more demanding academic core or quality career/technical studies without raising expectations.

This key practice involves making challenging, meaningful assignments and expecting students to do high-quality work. It requires faculty to be enthusiastic, dedicated and willing to provide the individual help students may need in meeting higher standards.

What teachers and school leaders expect of their students can impact student performance. Several studies suggest that our perception of how students will perform may easily become self-fulfilling.

Other studies found that successful schools had teachers who set high standards of behavior, set clear expectations for their students and believed in students' ability to do well in school.



**Literacy Strategy**

**Four Corners**

**Allowing students to redo work until it meets standards and giving them credit is a form of cheating and unfair to students who do it right the first time.**

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SDW 70

1. Note the following four signs in the corners of the room: **Agree, Disagree, Strongly Agree and Strongly Disagree.**
2. Read the statement on the screen: **Allowing students to redo work until it meets standards and giving them credit is a form of cheating and unfair to students who do it right the first time.**
3. Move to the corner you most relate to in regards to this statement. If you are undecided remain in the middle of the room.
4. Select a spokesperson for each corner and brainstorm the justification for your choice.
5. Each spokesperson presents the groups justification and tries to persuade undecided people or people from other corners to join your group. Time limit for each spokesperson is one minute.
6. After each spokesperson presents, have conversations and/or allow the undecided group to ask questions.
7. Undecided participants may move to any of the four corners and participants in other corners may move to another corner if the justifications convinces them of that particular belief.

Mention how this might be used in the classroom to introduce a topic or as a closing activity. It gets students up and out of their seats and they have to think about an issue on a deep level. There is no right or wrong answer. Everyone's opinion is respected. This could also lead into a debate topic if the group is equally split between levels of agree/disagree.



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**Why Raise Expectations?**

- **Communicate that high school counts**
- **Give students a sense of self-worth**
- **Help students see that the school believes in them**
- **Help students be more focused, motivated and goal-oriented**
- **Prepare students for the next level**

**HSTW**

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SDW 71

Schools that set high expectations are honoring effort and hard work. This helps communicate that school counts.

High expectations give students a sense of self worth.

Students realize that they are important, that the school believes in them enough to set high standards and believes that they can meet these standards, and that the school will help them.

High expectations enables students to become more focused, motivated and goal-oriented.



<b>SREB</b>       Southern Regional Education Board	<b>Significantly More Students in 2004 than in 2002 Experienced High Expectations</b>		<b>HSTW</b>
	<b>Students said they:</b>	<b>Non-imp.</b>	<b>Most-imp.</b>
	Often revised their essays or other written work	No	Yes **
	Often worked hard to meet high standards on assignments	No	Yes*
*p<.05;**p,.01			
		SDW	72

•No=there was no significant improvement in the percent of students between 2002 and 2004. In other words, the school didn't make any changes at all.

•Yes=there was a significant change

•.01 level=probability 1 time out of 100 that this could be due to chance (.05 level = 5 times out of 100 that this could be by chance)

**Ask them to consider this indicator in their school... how would their students respond to this statement?**

•Often revised their essays or other written work several times to improve their quality



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## Significantly More Students in 2004 than in 2002 Experienced High Expectations

	Non-imp.	Most-imp.
Often used word processing software to complete an assignment or project	No	Yes **
Read an assigned book outside class and demonstrated that they understood the significance of the main idea at least monthly	No	Yes**

\*p<.05; \*\*p,.01

**HSTW**

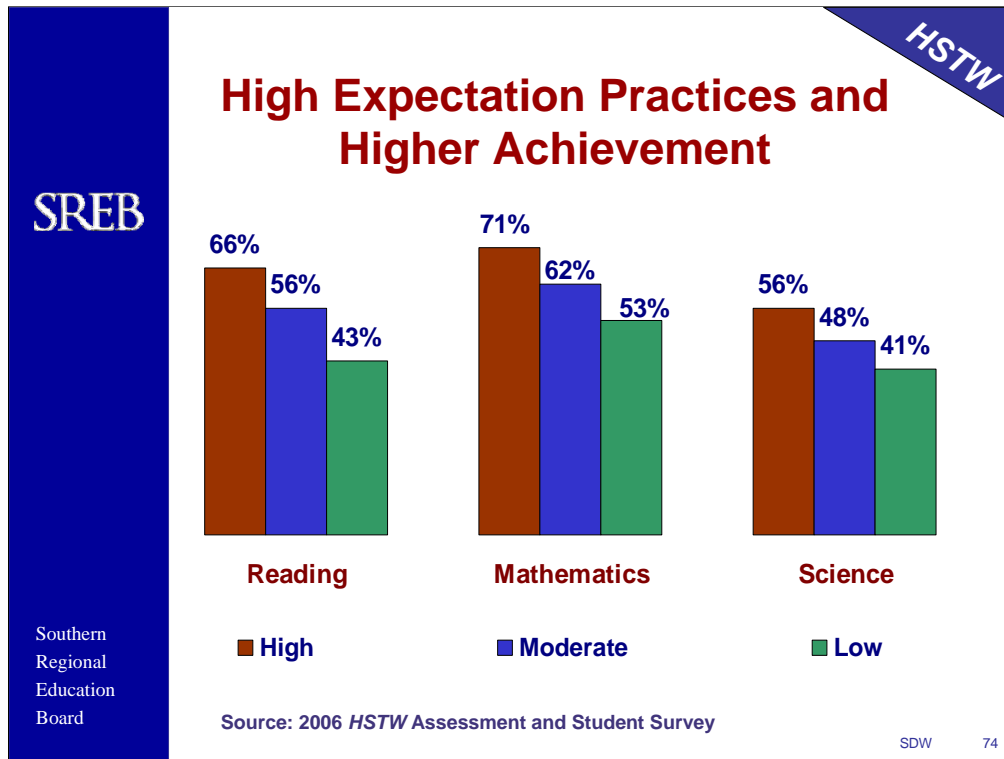
SDW
73

•No=there was no significant improvement in the percent of students between 2002 and 2004. In other words, the school didn't make any changes at all.

•Yes=there was a significant change

•.01 level=probability 1 time out of 100 that this could be due to chance (.05 level = 5 times out of 100 that this could be by chance)





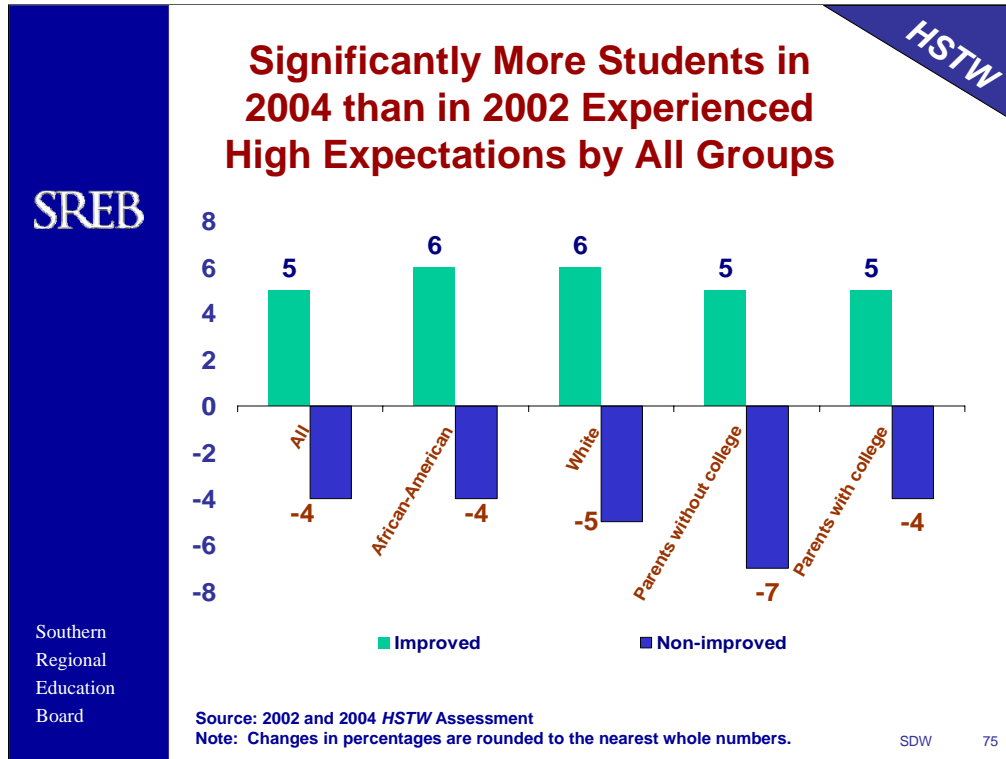
Being in a classroom with high expectations mean that students often experience four out of five high expectations indicators such as those described on the next two slides. When students report they are in classrooms with high expectations, 66% met the reading goal, 71% met the math goal, and 56% met the science goal.

Students who reported that they where in classrooms with moderately high expectations had experienced two to three of the researched based indicators such as those given on page 76 and 77. Those students 56% met the performance goal in reading, 62% in math, and 48% in science.

Out of those students who report to most of their classrooms the expectations were low, meaning that on the average none or only one of research based indicators, only 43% met the performance goal in reading, 53% in math, and 41% in science.

These differences on achievement based on being classroom with high expectations existed regardless of racial or ethnic backgrounds apparent on educational levels.





This bar chart shows that 6% more African American students experienced high expectations in improved sites. That is they frequently reported that the classrooms in which they are-enrolled in had they four of the five high expectations indicators.

On the other hand students in non-improved schools reported a 4% decline in expectations, in other words there is a 10% difference between '02 and '04 in the percent of African American students between the improved and non improved schools.

For White students, that difference was 11%.

For students who had not gone beyond high school that difference was 12%.

10% can make an enormous difference in the tone of a school and on students who are experiencing high levels of expectations in classrooms.



The slide features a blue vertical bar on the left with the SREB logo and the text 'Southern Regional Education Board'. The main content area is white with a blue header 'Key Indicators That A School Has High Expectations' and a blue diagonal banner in the top right corner with the text 'HSTW'. The content lists four bullet points about student perceptions and teacher encouragement.

**SREB**

**Key Indicators That A School Has High Expectations**

**More students perceive that:**

- **Courses are exciting and challenging**
- **They **often** try to do their best work**
- **They **seldom or never** fail to complete assignments**
- **Teachers **often** encourage them to do well in school**

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SDW 76

Ask the question:

Estimate the percentage of students at your school who would say that they often try to do their best work or that they seldom or never fail to complete assignments.

Springdale HS in Arkansas shared in their 2005 HSTW annual conference presentation that they made a concerted effort among faculty to comment regularly to students, “You have done a good job with \_\_\_\_, but I think you can do better.” Their overall goal was to encourage all students to do their best work.






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## Key Indicators That A School Has High Expectations

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More students perceive that:

- Teachers often showed they care by not letting them get by without doing the work.
- It is very important to study hard to get good grades.
- It is very important to participate actively in and attend all classes.
- It is very important to take a lot of college-preparatory classes.



SDW 77

Ask the audience:

What percent of your students would say that it is very important to study hard to get good grades or that it's very important to take a lot of college preparatory classes?







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## College Readiness

- **SAT scores**
  - 500 or higher= ready for college level work
  - Below 450 = remediation
  - Select universities (1100 score for acceptance)
- **ACT College-readiness Benchmarks:**

• English	18
• Reading	21
• Mathematics	22
• Science	24

SDW
79

SAT scores:

- With scores at 500 or higher on the math and verbal, you will be accepted into most universities and community colleges without having to take remedial courses
- With scores below 450, students will likely be placed in remedial math and English
- Scores between 450 and 500, will depend a great deal on the institution the student attends.
- In select universities (and every state has a couple), will likely require SAT scores of 1100 for acceptance.

ACT scores:

- Meeting the benchmark means that students have a 75 percent chance of earning a C or better and a 50 percent chance of earning a B or better in college-related course.
- Students who do not meet the benchmarks will probably have to take remedial studies before taking college credit-bearing courses



## **Actions for Defining the Amount and Quality of Work Expected**

---

- **Benchmark assignments and assessment to proficient level/grade level**
- **Develop common course syllabi, rubrics and end-of-course exams**
- **A, B, C, Not-yet grading scale**



The slide features a blue vertical bar on the left with the SREB logo and the text 'Southern Regional Education Board'. The main content area is white with a blue diagonal banner in the top right corner containing the text 'HSTW'. The title 'Actions for Revising Work' is in red. Below it, three bullet points are listed in blue. The bottom right corner contains the text 'SDW' and '81'.

## Actions for Revising Work

- Three-week assessment
- Requiring extra help for those not meeting standards
- Teachers do not let students get by without doing work

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SDW 81

- The first bullet:
- 3-week assessment is important because research shows that it is important to assess student knowledge and skills every three weeks.
- Giving more frequent assessments helps schools identify students that need extra help.
- When students get more than 3 weeks behind, they are more likely to lose hope and eventually give up on you and the class.



## **Actions to Make Homework of Value**

---

- Multiple formats for homework include short-term practice and long-term high level projects
- Study groups established so students can get support
- Homework crosses multiple curricular areas and students receive credit in each area
- Teachers communicate that homework is important
- School establishes and communicates a clear homework policy



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HSTW

## Raising Expectations

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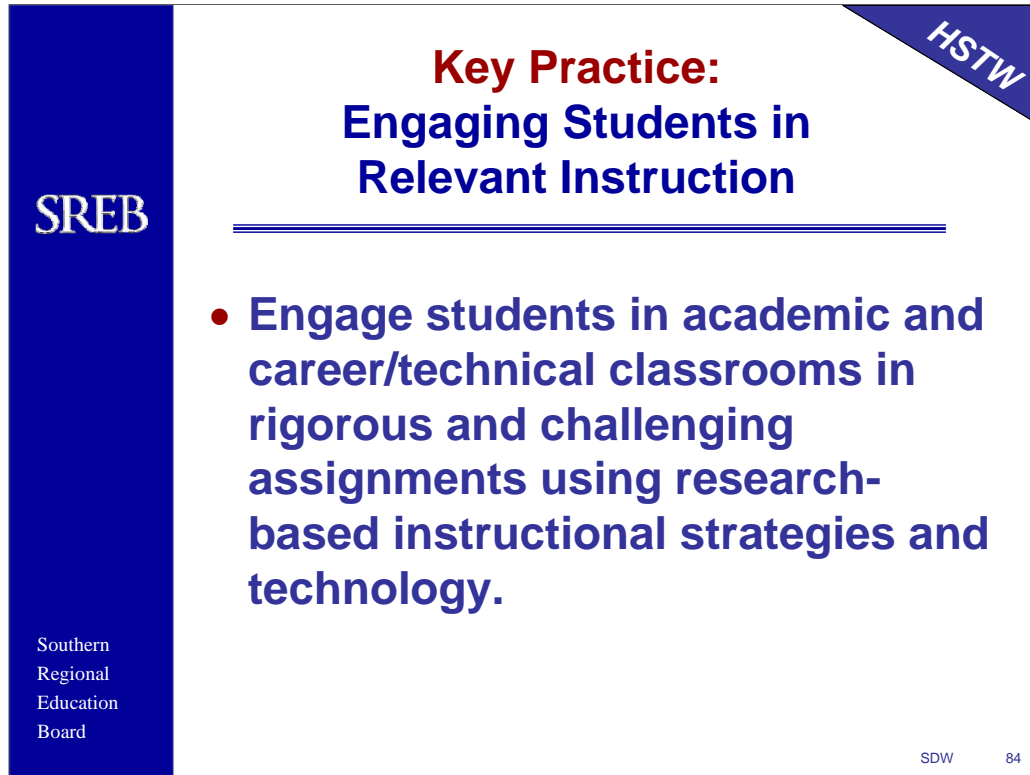
- Review your current status related to the key practices and determine one outstanding practice in place.
- Determine one major action your school can take to establish common expectations for A, B and C work.
- Determine one major action your school can take to get students to redo work until it meets standards.
- Determine one additional major action to further raise expectations at your school.
- **Note: Actions should be measurable.**

See Pages 20 and 21 of Planner

SDW 83

For whole faculty workshops, have somebody from the school enter all actions in a computer during each present out. For school teams workshop, have a member of the team keep a master copy of the planner with actions listed.





The slide features a blue vertical bar on the left with the SREB logo and name. The main content area is white with a blue header and a blue diagonal banner in the top right corner. The header text is in blue, and the banner text is white. A single blue bullet point is centered on the slide.

**SREB**

**Key Practice:**  
**Engaging Students in Relevant Instruction**

**HSTW**

- Engage students in academic and career/technical classrooms in rigorous and challenging assignments using research-based instructional strategies and technology.

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SDW 84

■ Reading, mathematics and science are the tools for thinking and advancing learning in other disciplines – academic and technical.

■ Other studies have found that success in a global economy requires workers who are independent learners and can adapt to change.

■ Research consistently shows that students' thoughtful use of calculators improves their mathematics achievement and attitudes toward mathematics.

■ A meta-analysis found that using small groups of students to work on activities, problems and assignments can increase student achievement in mathematics.

■ Scientific reasoning ability of students who have taken inquiry-based classrooms are significantly higher than students who are in text-book based science.

■ Student-centered laboratory-based inquiry is associated with higher achievement over all and with more equal achievement among students with different demographic profiles. Other studies have found that active learning behavior are more effective in motivating students to learn science than traditional passive learning behaviors.



**SREB**

**Engaging Students in Relevant Instruction**

- Provide teams of teachers from several disciplines the time and support to work together to help students succeed in challenging academic and career/technical studies.
- Integrate reading, writing and speaking as strategies for learning in all parts of the curriculum and integrate mathematics and science in career/technical classrooms.

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HSTW

SDW 85

■ High implementation schools have higher achievement, in part, because they have gone further than low-implementation schools in getting a cross-curriculum emphasis on using literacy, numeracy and science skills as ways to advance learning in other subjects.

■ Several studies have found that weak literacy skills “reduces employment prospects and limits participation in society.”

■ Literacy is linked to individual’s economic success.

■ A 2000 study reported that the 25-fastest growing jobs today have much greater than average literacy demand, while the 20-25 fastest declining jobs have lower than average literacy demands.



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## SREB's Literacy Goals

- Students will read the equivalent of 25 books per year across the curriculum.
- Students will write weekly in all classes.
- Students will use reading and writing strategies to help them understand and use the content of all classes.
- Students will write investigative research papers in all classes.
- Students will be taught as if they were in honors language arts classes.

HSTW

SDW86

•Have tables take 3-5 minutes and review the sections in the literacy guide that pertain to these five goals and discuss with team.

•Do the Math: Reading 25 Books Takes Only A Little Time

An average reading rate of 250 words per minute,

An average of 500 words per page,

An average of 100 pages per book (or equivalent),

An average of 175 actual days of school per year, and

If students do NO reading during the school day or when school is not in session:

**It takes less than 30 minutes per day outside school to reach the goal!**



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## Fifteen Literacy Strategies Any Teacher Can – and Should – Use

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1. Admit slips
2. Exit slips
3. Double entry or two column notes
4. ReQuest
5. Interactive CLOZE
6. Cubing
7. Open-response questions – A KEY

SDW
87

If time permits, review each of these. If not, highlight a few.

OR

Ask audience if they are familiar with any of them and share how they use them in class.

**Admit slips** – Students bring to class a brief response to a question or prompt and give it to the teacher as an admission ticket. The admit slip is the springboard for the day’s activities.

**Exit slips** – At the end of class, students respond briefly to a teacher prompt to bring closure to the class. Two common questions: What do you want to remember from today’s lesson? and What question do you still need answered?

**Double entry or two column notes** – Also known as Cornell notes, this note-taking procedure involves students identifying main ideas and supporting details. The “big ideas” go on the left one-third of the page and supporting points go on the right two-thirds.

**ReQuest** – In this process, students read a common passage and then ask the teacher questions about the content. After all questions have been answered, students close the text and the teacher asks higher order questions on the same material.

**Interactive CLOZE** – The interactive Cloze procedure is used to guide note-taking. The teacher provides notes with blanks left for key vocabulary. Students read or listen to determine which words go into the blanks.

**Cubing** – This strategy allows students to explore a topic from six different points of view: describe it, compare it, associate it, analyze it, apply it and argue for or against it. An actual



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## Fifteen Literacy Strategies Any Teacher Can – and Should – Use

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8. KWL charts
9. Metaphorical Thinking
10. Jigsaw reading
11. Paired Reading
12. Graphic organizers
13. GIST
14. WordSplash/Capsule Vocabulary
15. RAFT

SDW
88

**KWL charts** – These simple graphic organizers are used for before-, during- and after-reading to help students tap into prior knowledge, set a purpose for reading and collect information. The three columns are labeled “Know,” “Want to Know” and “Learned.”

**Metaphorical Thinking** – In this strategy, students are asked to compare what they read to real life or another text through creating a sentence with a metaphor or simile.

**Jigsaw reading** – Participants in this process divide up the responsibility for reading a text. Each person becomes the “expert” on a section, then teaches that section to the group.

**Paired Reading** –After two students read the same passage, one student summarizes the passage to the other. The listener adds additional ideas or clarifies points. Both students then refer to the text to clarify any misunderstandings or identify essential points.

**Graphic organizers** – Also known as semantic maps, these structures allow students to visualize the organizational pattern of text. They serve as a pattern to collect information, such as cause and effect, timeline or plot map.

**GIST** – In this summarizing strategy, students write a 20-word summary for a short passage. Another passage is added and students must revise the original summary to include the new information. The process continues until the entire passage is summarized in a single 20-word sentence.

**WordSplash/Capsule Vocabulary** – In a pre-reading strategy, the teacher identifies key words or phrases from a text. Students see only those words displayed (on cards, a sheet or overhead) and create predictions for the meanings. Reading will confirm predictions.

**RAFT** – An organizer for writing, students use the RAFT acronym to identify their role, audience, format and topic.




## Key Indicators for Literacy

### Students:

- **Often** used word-processing software to complete an assignment or project
- **Often** revised their essays or other written work several times to improve their quality
- **Sometimes or often** were asked to write in-depth explanations about a class project or activity
- Discussed or debated with other students each about what they read in English or language arts classes **at least each month**
- Read and interpreted technical books or manuals **at least weekly** to complete assignments in CTE areas (CTE Students only)





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## Significantly More Students in 2004 than in 2002 Experienced Reading and Writing for Learning Across the Curriculum

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Students said they:	Non- Imp.	Most- Imp.
Often used word processing software to complete an assignment or project	No	Yes**
Often revised their essays or other written work several times to improve their quality	No	Yes**
Read an assigned book outside class and demonstrated that they understood the significance of the main idea at least monthly	No	Yes**

\*\*p<.01

HSTW

SDW 90

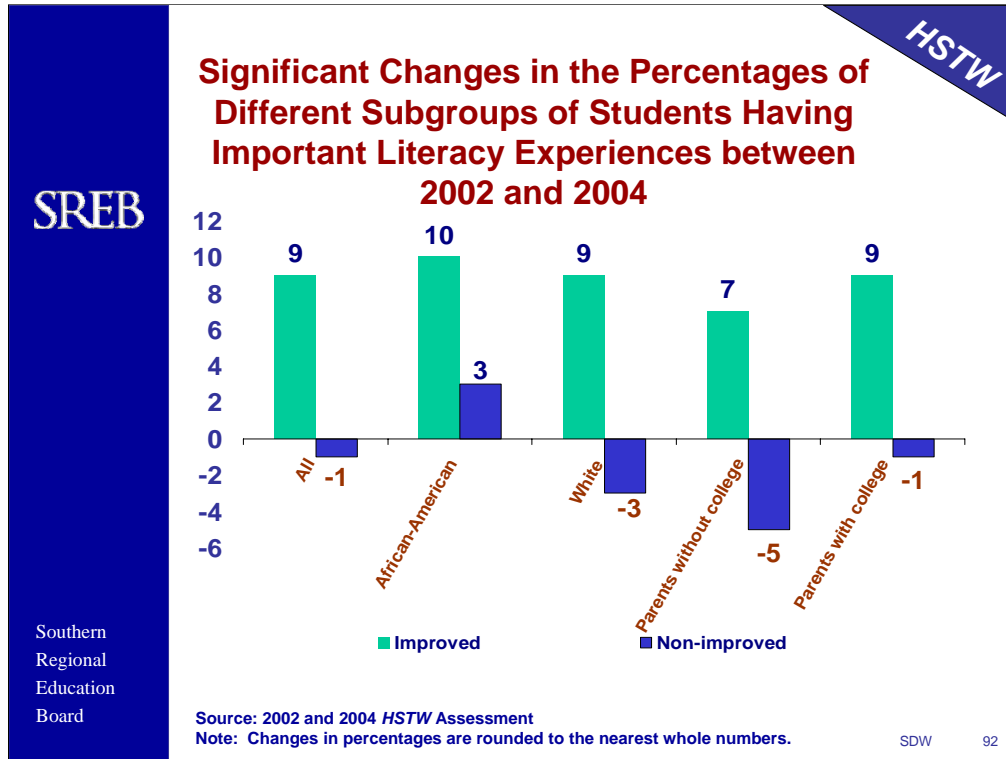
- In 2004, significantly more students in the most-improved schools read an assigned book outside of class and demonstrated that they understood the significance of the main idea at least monthly.
- At the non-improved schools there was no significant difference in the percent of students in '04 vs. '02 reporting they had this experience.



<b>SREB</b>  Southern Regional Education Board	<b>Significantly More Students in 2004 than in 2002 Experienced Reading and Writing for Learning Across the Curriculum</b>		<b>HSTW</b>
	Students said they:	Non-Imp.	Most-Imp.
	Completed short writing assignment of one to three pages in their English classes at least monthly.	No	Yes**
	Completed short writing assignments of one to three pages in their science classes at least monthly	Yes*	Yes**
	Completed short writing assignments of one to three pages in their social studies classes at least monthly	No	Yes**
	*p<.05 **p<.01		
		SDW	91

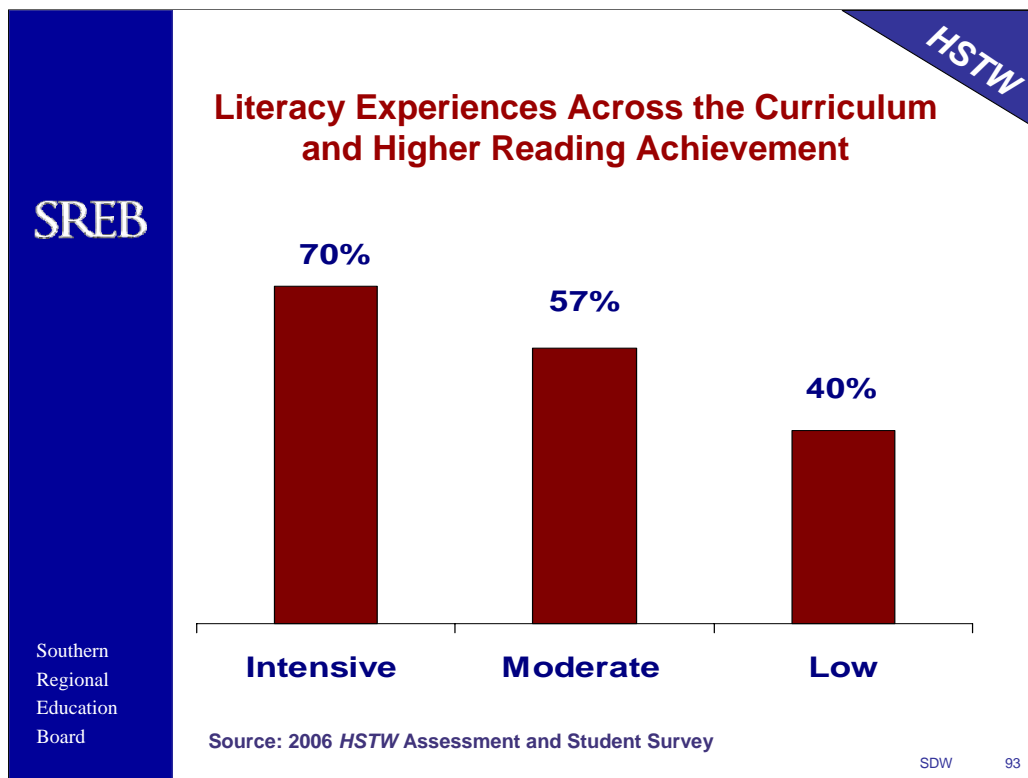
- Significantly more students in '04 than '02 at the most improved sites completed short writing assignments of one to three pages in their science classes at least monthly.
- This is a time to note, that students at the non-improved sites also a significant more completes such writing assignments in their science classes as well”.
- However, remember students in the non-improved sites had not been enrolled in higher level science content.
- But almost 15% more students had been enrolled in higher level science courses at the most improved school.
- The lesson to draw from this is that moving students to the courses that have more challenging content, engaging with in effective instructional strategies results in significantly higher achievement.
- Using good instructional methods with low expectations and low level content does little to advance achievement.





- In improved sites, 10% more of African American students in '04 than '02 experienced intensive opportunities to read and write for learning across the curriculum compared to only 3% of African American students from non-improved schools.
- For students whose parent has not gone beyond high school, 7% more students in '04 than in '02 experienced intensive efforts to read and write across the curriculum in contrast in non-improved schools 5% more students did not have these experiences in '04 than in '02.
- Engaging students in the language of the courses they are studying through writing, reading, speaking, listening, and investigation increases student achievement.
- Using the literacy tools effectively advances student achievement.





Low 40%    moderate 57%    intensive 70%

Low 0-3    moderate 4-6    intensive 7-10

Students' reading achievement in both middle grades and high school is impacted by the intensity of the literacy practices they have experienced across the curriculum.

Seventy percent of the students in 2006 met the *HSTW* performance goals in reading who had intensive literacy experience across all classes.

Fifty-seven percent met the performance goals in reading who had moderate experiences.

Only 40 percent of the students met the reading goals with low literacy experiences.



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## Table Teams

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- Review your current status related to Literacy and determine one outstanding practice in place.
- Determine one action for year 1, year 2 and year 3 the school can take to get students to read 25 books a year, write weekly in all classes, use reading and writing strategies to learn content in all classes and write at least one researched paper each class.

Page 22-23 and 25

SDW

94

The next section in the planner (pages 22-25 will be broken down and assigned in a few minutes. **If you are a social studies, English and business teacher, make a note of the pages you are to complete here for Literacy.** You will be given time to work on this in a few minutes.)

(Move on to the next slide)



<b>SREB</b>       Southern Regional Education Board	<b>Significantly More Students in 2004 than in 2002 Experienced High-quality Mathematics Instruction</b>		<b>HSTW</b>
	<b>Students said they:</b>	<b>Non-Imp.</b>	<b>Most -Imp.</b>
	Took a math class during the senior year	No	Yes**
	Took at least four full-year courses in math in grades 9 through 12	No	Yes**
	Their math teachers showed them how math concepts are used to solve real-life problems sometimes or often	No	Yes**
	**p<.01		
			SDW 95

- More students in 2004 than in 2002, at the most improved schools, had teachers who sometimes or often showed them how math concepts are used to solve real life problems.
- In contrast, for students at the non-improved schools, there was not a significant change in the percent of students who had this learning experience.
- When teachers take the responsibility to change the way that they are teaching and use proven methods you begin to see growth in student learning.



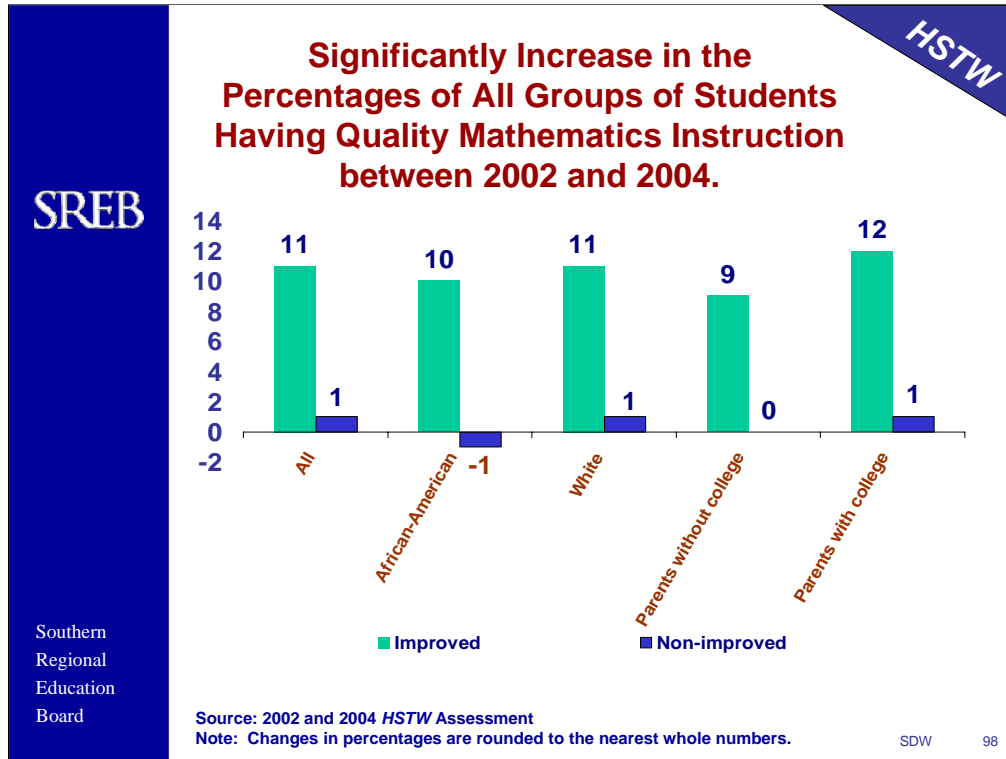
<b>SREB</b>       Southern Regional Education Board	<b>Significantly More Students in 2004 than in 2002 Experienced High-quality Mathematics Instruction</b>		
	<b>Students said they:</b>	<b>Non-Imp.</b>	<b>Most-Imp.</b>
	Completed a math project in ways that most people would use math in a work setting at least monthly	No	Yes**
	Solved math problems other than those found in textbook at least monthly	Yes*	Yes**
	Used math to complete challenging assignments in their career/technical area at least monthly	No	Yes**
	**p<.01		
		SDW	96

- Significantly more students at the most improved schools in 2004 than in 2002 completed a math project in ways that most people would use math in a work setting at least monthly.
- In contrast, there was not an increase in the percent of students with this experience from non-improved schools.
- Students who have to use math to solve authentic real world problems do have higher achievement, better understanding, and seem to retain their knowledge longer.



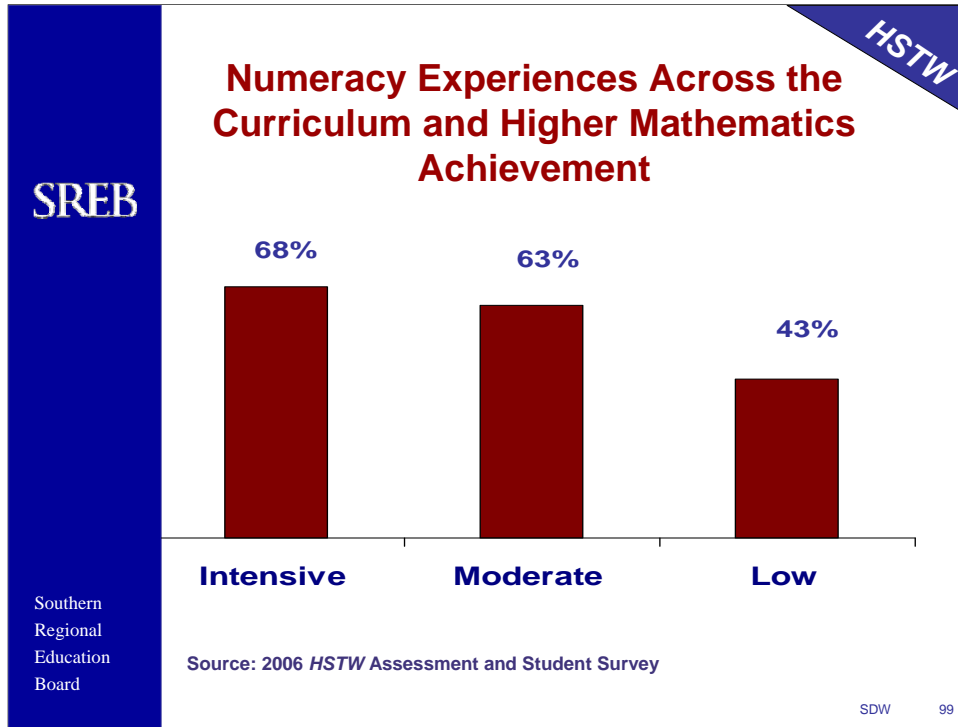






- In 2004, 10% more African American students are in classrooms that have high quality math instruction in most improved schools than in 2002.
- At the same time, 1% fewer African American students were in classrooms with high quality math instruction at non-improved schools in 2004.
- The message of this slide is quite clear, if you change how you teach, you can change the achievement of students.
- It's not only about what you teach, but a matter of combining higher-level content with proven teaching methods to get advances in achievement.





Intensive 68%	Moderate 63%	Low 43%
(8-11) Intensive	(4-7) Moderate	(0-3) Low

Sixty-eight percent of the students met the *HSTW* math performance goal who experienced intensive numeracy experiences across the curriculum.

Sixty-three percent met the math goal who had moderate numeracy experiences across the curriculum.

Only 43 percent of these students met the performance goals who reported having very low numeracy experiences.



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**Standards Based Units that Address Numeracy Across the Curriculum**

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- Teachers create units of study aligned to standards in all classes
- Unit plans should include the following:
  - Standard or standards addressed
  - Level of intellectual demand—move beyond recall & procedural skills to analysis and application
  - Major assignments to be given
  - Outline the major study skills addressed: literacy skills and the research-based instructional strategies

**HSTW**  
  
SDW 100

Refer to the unit planning template in their materials packet. Assign a curriculum person to review this material for homework.

The unit plan template includes elements necessary for comprehensive instructional plans.



## **Standards Based Units that Address Numeracy Across the Curriculum**

- **Increase student use of math skills in all content areas—with special emphasis in science, CT courses, physical education, & athletics**

**For example:**

- **Students orally defend a process they used to solve a math problem**
- **Students work in groups to solve math problems**

Math, science and CTE teachers work together to better align and integrate mathematics concepts and skills into assignments in science and career/technical classrooms.



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## Table Teams

- Review your current status related to numeracy and determine one outstanding practice in place.
- Determine one action for year 1, year 2 and year 3 the school can take to get:
  - All seniors in math
  - Teachers to use more real-world problems, technology and cooperative learning
  - Teachers to create units of study based upon college and career readiness standards
  - Integrate math into career/technical and science classes

See pages 23 and 25

SDW 102

The next section in the planner (pages 23 and 25 will be broken down and assigned in a few minutes. **If you are a math, science and CT teacher, make a note of the pages you are to complete here for Numeracy.** You will be given time to work on this in a few minutes.

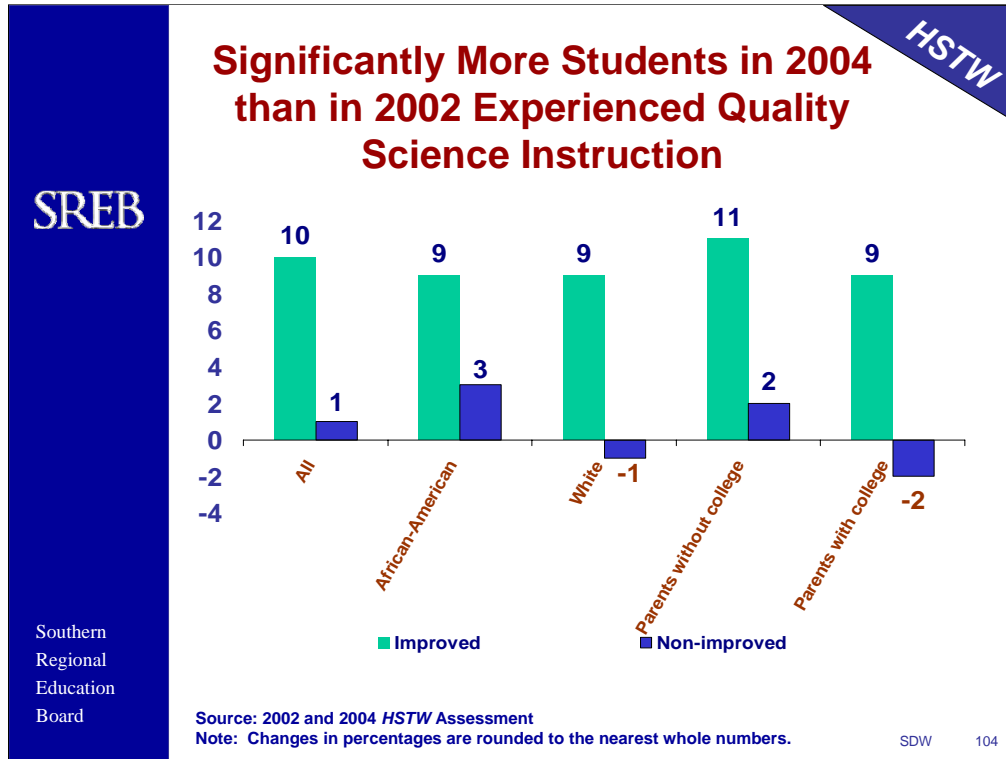
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<b>SREB</b>       Southern Regional Education Board	<b>Significantly More Students in 2004 than in 2002 Experienced High-quality Science Instruction</b>		
	<b>Students said they:</b>	<b>Non-Imp.</b>	<b>Most -Imp.</b>
	Did science activities in a classroom without science equipment at least monthly	No	Yes**
	Used science equipment to do science activity in the classroom at least monthly	No	Yes**
	Worked with one or more students in class on a science assignment at least monthly	No	Yes**
	**p<.01		
		SDW	103

- Significantly more students in 2004 than in 2002 said that they used science equipment for activities in science class at least monthly in improved sites than non-improved sites.





- If we look at the quality of science instruction in 2002 for students whose parents have not gone beyond high school, we see that in the most-improved sites 11% more students in 2004 said they were experiencing quality science instruction.
- At low implementation schools only 2% more students experienced it.
- How teachers teach science greatly impacts student achievement.
- Students who are enrolled in higher level science courses and are involved in doing science investigative reports--reading about science and writing up their reports—have significantly higher achievement.



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## Table Teams

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- Review your current status related to science instruction and determine one outstanding practice in place
- Determine one action for Year 1, Year 2 and Year 3 the school can take to get students to:
  - Take at least 3 CP Science courses (4 in a block)
  - Conduct frequent labs in science classes and write about what they learn
  - Read science-related articles science
  - Design and conduct scientific investigations in all classes
  - Analyze and defend findings from investigations

See pages 23 and 25

SDW 105

The next section in the planner (pages 23 and 25 will be broken down and assigned in a few minutes. **If you are a math, science and CT teacher, make a note of the pages you are to complete here for Science.** You will be given time to work on this in a few minutes.

(Move on to the next slide)



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## Integration Indicators for Higher Achievement

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- **Students believe their teachers work together.**
- **Mathematics and science teachers use real-world problems.**
- **Career/technical teachers require students to read, write and use mathematics.**
- **Students complete a senior project.**
- **Students receive work-site instruction on communications and mathematics.**

HSTW

SDW

106

- It is important that students perceive that their academic and career/technical teachers are working together to improve their skills.
- Mathematics and science teachers often use real-world problems in teaching mathematics and science concepts to improve student achievement and retention of academic materials.
- Career/technical teachers who often give assignments (daily or weekly) that require students to read technical materials, interpret and compile information and use math to complete an assigned project have higher-achieving students.
- Students who are required to complete a senior project that requires a research paper, the completion of a project or a product and giving an oral presentation with the theme of that project being embedded in their career/technical studies do have slightly higher achievement.
- Students who are shown how to use communications and math skills at their worksite is an important way to integrate academic content into their career/technical studies.
- Where academic and career/technical teachers can work together to plan quality integrated learning experiences, it will increase student motivation and achievement.



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## Actions for Engaging Students in Research-based Instructional Strategies

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- Project-based learning
- Cooperative learning
- Student-designed research
- Integrated, interdisciplinary studies
- Integrating Technology
- Effective direct instruction

SDW
107

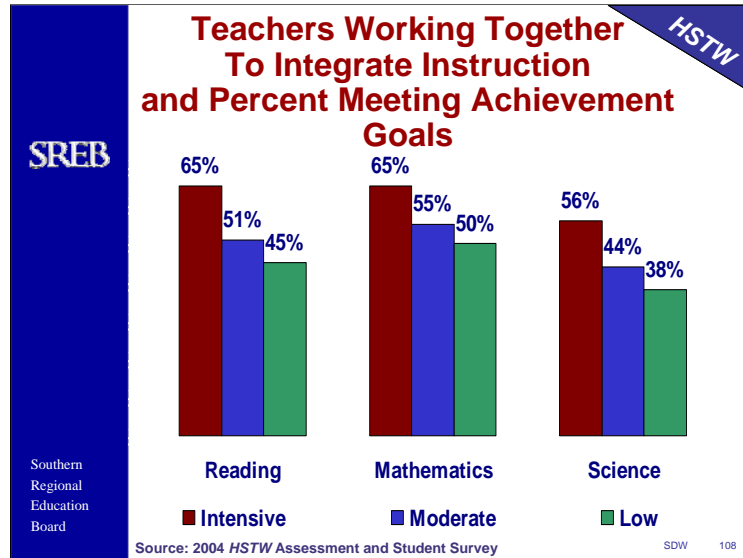
•Refer to SREB publication, “*Instructional Strategies: How Teachers Teach Matters*”

•Project-based learning:

- Should be connected to the major course standards/goals
- Can be short- or long-term projects
- Provide a vehicle for integrating and teaching important content in the context of authentic career activities.
- An avenue for cooperative learning that students will experience in the workplace
- Students get more excited when they have some choice in the topic and see the connection across courses

Example—Students in a North Carolina food science class teamed up to learn and publicize information about the metal residue that various types of cookware leave in food. Students prepared omelets in a variety of cookware. Students gathered samples of the omelets and other foods and took them to the chemistry lab at the University of North Carolina at Charlotte for analysis. Test results and information about the project were reported in the school newspaper.





•This slide shows the difference between students meeting the achievement goals in reading, math and science and what students said about teachers working together to integrate instruction. We can see that students achieve at higher levels when they believe teachers are working together to deliver the curriculum content

Intensive 13%	Moderate 55%	Low 32%
Intensive (4-5)	Moderate (2-3)	Low (0-1)

•Among *HSTW* sites, 13 percent of students at all schools in 2004 experienced intensive efforts to integrate academic and career/technical studies. These students had significantly higher achievement than students who had fewer intensive experiences.

•Most students – 55 percent – in the network attended schools that made a moderate effort to integrate academic and career/technical studies. About one-third (32%) were from schools where teachers made little effort to work together to integrate academic and technical content.



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**Conditions for Supporting Integration**

- **Common planning time**
- **Standards-based, not activity-based**
- **Create organizational structure that will support teacher collaboration**
- **Provide large blocks of instructional time for completion of complex tasks**
- **Provide professional development to support teachers**
- **Establish clear expectations for teachers—  
Collaboration by invitation does not work**

**HSTW**

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SDW 109

Remind teachers that the book, “Teaching for Understanding” and three 90-minute videos are part of the materials they have received. Assign a CTE teacher to review these materials for homework.

If the master schedule will not allow all teachers to have common planning time, start small. For example, having ninth-grade teams meet during common planning or use a math “buddy” teacher who works with an interdisciplinary team to help other teachers understand how to integrate math into major course projects.



The slide features a blue vertical bar on the left with the SREB logo and the text 'Southern Regional Education Board'. The main content area is white with a blue diagonal banner in the top right corner containing the text 'HSTW'. The title 'Selecting an Integration Strategy' is in red. Below it is a bulleted list of five strategies in blue text. The bottom right corner of the slide contains the text 'SDW 110'.

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**Selecting an Integration Strategy**

- Single course strategy
- Two or more teachers aligning their curriculum
- Selecting a school-wide theme by grade level
- Selecting a developmental project strategy
- Project strategy

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SDW 110

- Reference the book “Teaching for Understanding” and the three 90 minute video tapes
- The price on those video tapes has been cut in half to \$250.
- Remind them they have a flyer on this book in their SDW materials, “Teaching for Understanding through Integration of Academic and technical Education,” and all video tapes that are a part of the package.



**SREB**

**Table Teams**

- Review your current status related to teachers working together and determine one outstanding practice in place.
- What one action can the school take in year one, year two and year three to give teachers access to and use common planning time to plan together integrated units of study.

**Pages 24-25 in planner**

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SDW 111

Separate the teams according to these four areas and ask them to complete pages 22-25.

- Literacy (social studies, English and business teachers)
- Numeracy & Science (math, science and CT teachers)
- Integration (all other team members)



The slide features a blue vertical bar on the left with the SREB logo and the text 'Southern Regional Education Board'. The top right corner has a blue triangle with the text 'HSTW'. The main content area is white with the title 'Key Practice: Guidance and Advisement' in red and blue. Below the title is a double blue line, followed by the text 'Involve students and parents in a guidance and advisement system designed to ensure that students complete an accelerated academic program of study and a major.' in blue. The bottom right corner contains the text 'SDW 112'.

**SREB**

**Key Practice:**  
**Guidance and Advisement**

**Involve students and parents in a guidance and advisement system designed to ensure that students complete an accelerated academic program of study and a major.**

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SDW 112

- Provide each students with the same mentor throughout high school to assist with setting goals, selecting courses, reviewing the student's progress and suggesting appropriate interventions as necessary.

School leaders need to:

- Involve parents in annual meetings with students and their mentors to review progress and develop plans for the next year.
- Develop efforts to educate middle grades parents, school and teacher leaders, and students about the achievement level needed to challenging high school studies and to educate high school parents, students and teachers about the achievement level needed for postsecondary study and high-demand, high-income jobs/



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**A Supportive Guidance System Matters**

- **Clear goals**
- **Focused program of study**
- **Students have someone who cares**
- **Students believe in themselves**
- **Students get needed services**

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**HSTW**

SDW 113

•Research shows that students who receive a quality advising system, compared to groups of students who do not:

- Have slightly higher achievement in high school and postsecondary studies.
- Made more progress at work
- Were more likely to go to college and graduate from college.
- Were more satisfied with their postsecondary studies.
- Were more satisfied with their high school experiences.
- Expressed greater satisfaction with their status five years after high school.
- Looked back more favorably on the counseling experience they had in high school.



**SREB**

**A Teacher Advisement System is Key**

- A counselor oversees the program
- An Advisor who remains with their students throughout high school
- Staff development for Advisors
- A written curriculum
- A portfolio for each student
- Regular meetings (at least monthly) with planned lessons
- Necessary adjustments based on annual assessment

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SDW 114

•Reference, “Students Will Take the Right Courses When the Principals Lead,” publication to help give schools a better understanding of what a teacher advisement system might look like.

•The co-author of that publication, Gary Keller, implemented an advisory program in a Kentucky high school where he was principal. Teachers were assigned approximately 15 students each beginning with incoming 9<sup>th</sup> graders. Teachers were given a staff development day to call parents and meet with them regarding their child’s program of study. The district supported this expectation and the requirement that parents conference with the teacher advisor and student before the student could attend the high school. Advisors updated the four-year plan and met with parents annually. Advisory groups met twice weekly, for 30 minutes, between 1<sup>st</sup> and 2<sup>nd</sup> blocks. Teachers stayed with their group of students all four years and there was a curriculum for each grade level developed by the counselor and guidance focus team.

•Two positive side effects of this advisory program included the increase in the number of parents in the school building. With about 1,600 students, the first year the school had over a 98% turnout from parents.

•Secondly, teachers learned about the whole school curriculum because they were advising students in all areas of study to complete a concentration.

•Another HS in Mississippi operates a Freshman Focus class, a credit-bearing support class involving all of its ninth graders. This class meets every other day to develop students’ study, test-taking, reading and writing skills.



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**A Good Guidance and Advisement  
Program Includes:**

**HSTW**

- **Assisting students in planning their high school program of study by the end of grade nine**
- **Having teachers or counselors talk with students individually about plans for careers or further study**
- **Helping students review their programs of study at least annually**
- **Providing each student with an adult mentor throughout high school**

SDW 115

- The National Association of Secondary School Principals also published a document, “Breaking Ranks” in the mid-90s.
- In 2004, they Published, “Breaking Ranks II: Strategies for Leading HS Reform”
- This publication is a great reading assignment to help teachers understand why every student needs at least one adult role model.



## **A Good Guidance and Advisement Program Includes:**

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- Providing students with opportunities to speak with persons in careers to which they aspire
- Providing information on college and postsecondary studies to all students and parents
- Assisting students and parents with the postsecondary application process



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### Significantly More Students in 2004 than in 2002 Experienced High-quality Guidance Assistance

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Students said:	Non- Imp.	Most -Imp.
Before and during high school they talked to their parents or guardians at least once a year about planning a four-year course plan	No	Yes**
During high school a teacher or counselor talked to them individually about their plans for a career or further education.	No	Yes**

\*\*p<.01

SDW
117

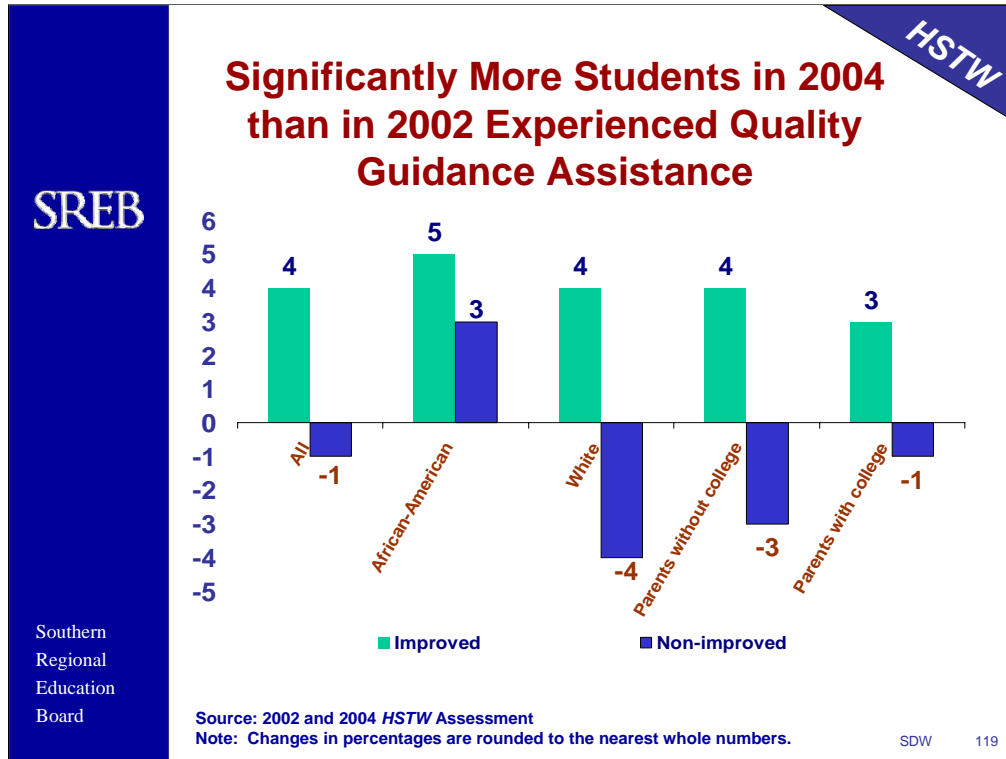
- Significantly more students in most improved schools in 2004 than in 2002 reported that they have talked to their parents or guardians at least once a year about planning a four year program of study.
- Students at the low implemented schools have not had that experience.
- Schools can definitely play a role in helping parents and students come together and talk about the student's program of study in high school.
- Students want their parents connected.



<b>SREB</b>       Southern Regional Education Board	<b>Significantly More Students in 2004 than in 2002 Experienced High-quality Guidance Assistance</b>		<b>HSTW</b>
	<b>Students said:</b>	<b>Non-Imp.</b>	<b>Most-Imp.</b>
	Someone from a college talked to them about going to college	No	Yes**
	A teacher or guidance counselor helped them review a program of study at least once a year	No	Yes**
	**p<.01		
		SDW	118

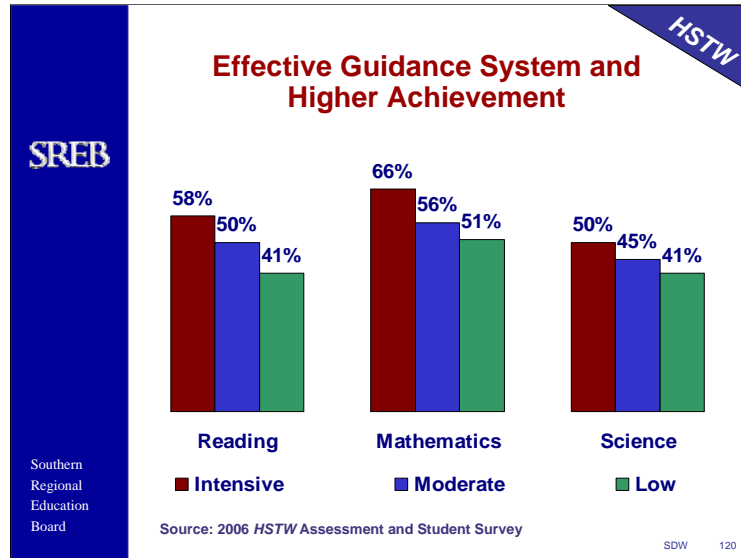
- Significantly more students in most improved schools in 2004 than in 2002 reported that they have talked to someone from a college about going to college and that a teacher or counselor helped them review a program of study at least once a year.
- Students at the low implemented schools have not had these experiences.





- 4% more Students in 2004 whose parents have not gone beyond high school than in 02 said they experience quality guidance or assistance.
- While non-improved schools had 3% fewer students experience quality guidance.
- So you have a 7% difference.
- At most-improved sites, an advisory system provides students with information on post-secondary opportunities to assist them in thinking about future goals, developing plans, and making sure they have the assistance to achieve the goals.
- Guidance and advisement is crucial in achieving the HSTW goals.





Intensive 47%      Moderate 44%      Low 9%

Intensive (6-8) Moderate (3-5) Low (0-2)

Among *HSTW* sites, 47 percent of students at all schools in 2006 experienced intensive guidance practices. Forty-four percent in the network attended schools that made a moderate effort in guidance practices. Only 9 percent were from schools where little effort was made in an effective guidance system.



## System of Guidance and Advisement, Page 27

---

- Review your current status related to guidance and advisement and determine one outstanding practice in place.
- Determine one action to ensure every student has a goal and a program of study by the end of 9<sup>th</sup> grade.
- Determine one action to provide each student with an adult mentor throughout high school.
- Determine one action to ensure students meet at least once a year with his/her parent or guardian and a school representative to review progress toward the program of study.



The slide features a blue vertical bar on the left with the SREB logo and the text 'Southern Regional Education Board'. A blue diagonal banner in the top right corner contains the text 'HSTW'. The main content area is white and contains the title 'Key Practice: Extra Help' in red and blue, followed by a horizontal line and the text 'Provide a structured system of extra help to enable students to meet higher standards.' in blue. The bottom right corner of the slide contains the text 'SDW 122'.

**SREB**

**Key Practice:**  
**Extra Help**

**Provide a structured  
system of extra help to  
enable students to meet  
higher standards.**

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SDW 122

Most-improved schools have found they cannot stop with raising standards or enrolling students in more difficult courses; they provide a system of extra help to assure students will have the opportunity and ability to meet higher standards.

A structured system of extra help and quality time will enable high school students to complete an accelerated program of study and to meet rigorous and consistent standards.



### **Extra Help is Important Because It:**

---

- **Reduces failure rates**
- **Reduces the ninth grade retention rate**
- **Increases the high school graduation rate**
- **Encourages students to “stretch” themselves**



## **A Comprehensive Extra Help Program Must Include:**

---

- **Continuous extra help to meet standards**
- **Middle grades actions**
- **Ninth-grade transition**
- **High school, postsecondary and careers transitions**
- **Develop independent learners**



## Effective Extra Help

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- Is available, without difficulty, from the teacher
- Is available before, during or after school
- Results in motivating students to try harder
- Results in better grades
- Builds students' sense of self worth



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## Significantly More Students in 2004 than in 2002 Received Extra Help

---

Students said:	Non- Imp.	Most -Imp.
Their teachers frequently were available before, during or after school to help them with their studies	No	Yes**
They often were able to get extra help from their teachers when they needed it without much difficulty.	No	Yes**

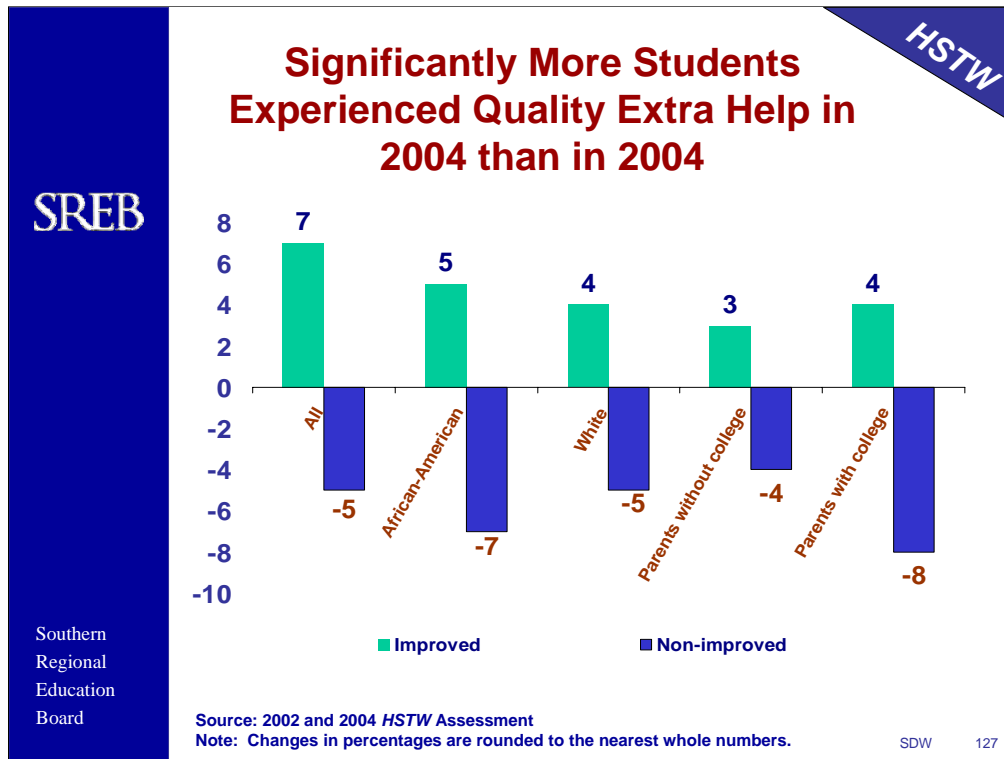
\*\*p<.01

HSTW

SDW 126

- Significantly more students in 2004 at most improved schools reported that their teachers were frequently available before, during, and after school to help them with their studies, while no improvement occurred between '02 and '04 at non-improved schools.
- When adults in a school decide that kids are worth their time and effort to help them meet grade level standards then they will develop a system of extra help.





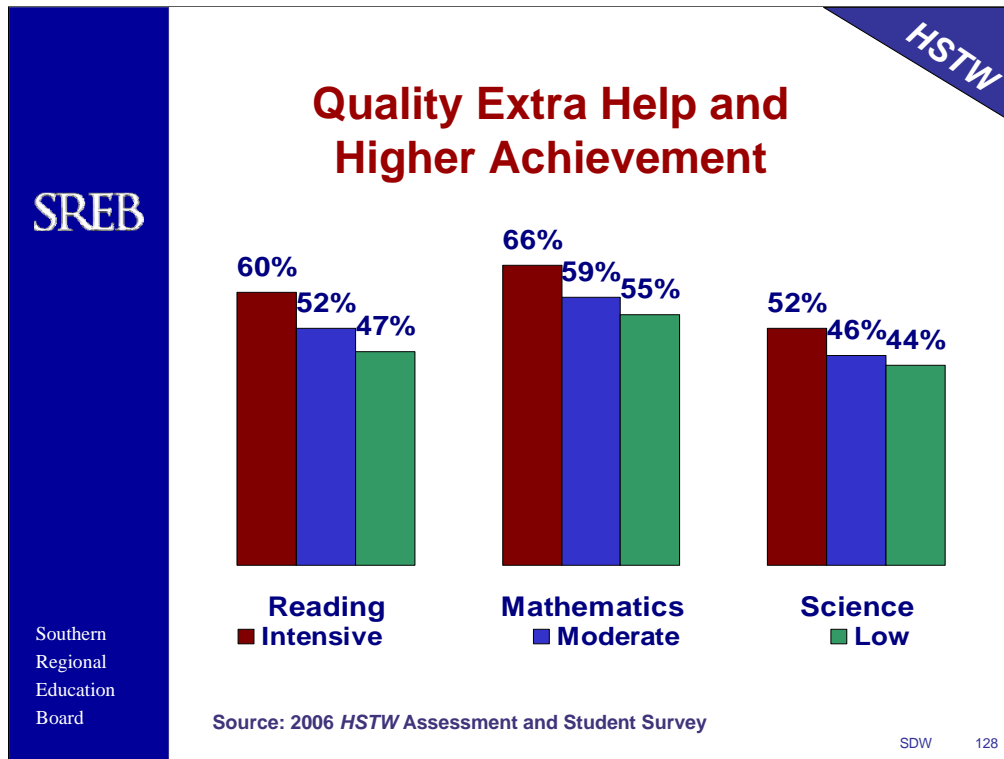
•In 2004, 7% more students at the most improved schools experienced quality extra help, while 5% fewer students at non-improved schools experience quality extra help in 2004.

•If you combined

- enrolling more kids in rigorous courses
- using more effective instructional strategies
- having classrooms with higher expectations and
- improve quality and career tech studies

The message is that as you expect more of students and you are willing to make a greater effort to give them extra help then you are going to get higher achievement. It's a matter of the adults in the building deciding that they are going to do it.





Intensive 33%	Moderate 19%	Low 46%
Intensive (3-4)	Moderate (2)	Low (0-1)

Students in *High Schools That Work* network who received high quality extra help and received more frequently are more likely to meet the *HSTW* performance goals than students who found it hard to get quality extra help.

By the same token, students who find extra help readily available are more likely to be enrolled in higher-level academic courses. Enrolling students into challenging mathematics courses pays dividends if students are held to high standards and receive help to meet them.



## Implementation Issues

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- How do you identify students who need it?
- How do you require students to attend?
- How do you get parents' commitment?
- How will extra help be delivered?
- Who will teach it?
- How will the strategy or strategies be matched to student needs?



**SREB**

**Extra Help Strategies**

- **Peer Tutoring**
- **On-line Tutoring and Computer-Assisted Instruction**
- **After School Programs (and Morning and Saturday Programs)**
- **Credit Recovery Classes**
- **Organized Student Study Teams**

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**HSTW**

SDW 130

Swain County HS in rural North Carolina

- recruited college students to provide homework help from 6-8 pm three nights a week
- Students can also get help by calling in on the Homework Help Line
- The media center has extended hours, opening at 7 am-8 am on Wednesdays and Fridays and from 3 pm to 8 pm the other 3 days of the week. The school says the extended hours are very popular because many students don't have computers or Internet access at home.
- Teachers are available four days a week from 2:45 – 3:30. Some teachers require students to attend tutoring if they are at risk of failing
- The school also has a four week summer class for incoming ninth graders who may need help adjusting to high school.

•Source: Using Rigor, Relevance and Relationships to Improve Student Achievement: How Some Schools Do It (2004)



## Why target middle school transition?

---

- The transition point from middle school to high school has the highest percentages of dropouts nation wide.
- The highest failure rate occurs in grade nine.
- Preparing students for high school work, directly impacts retention.



## How can school leaders make sure that students are ready for rigorous high school studies?

HSTW

District, high school and middle school leaders can:

- Establish readiness indicators for challenging high school English, mathematics and science courses;
- Align curriculums, teacher assignments and assessments to the readiness indicators; and
- Set goals to annually increase the percentages of students having successfully completed Algebra I by the end of grade eight.



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HSTW

## **Actions for Transition from Middle Grades to High School**

---

- **Structured extra help programs in grades 7 and 8**
- **4 to 6 week summer bridge program for students who need accelerated instruction in math, English and reading**
- **Develop courses in grades seven and eight to give extended time to read, write and do math**

SDW 133

- Identify students who need additional enriching coursework in mathematics, language arts, and reading instruction in grades 7 and 8.
- Develop high-level exploratory academic courses in grades 7 and 8 that give students more time to read, write, and do mathematics
- Examples: adolescent literature, Arthurian legend, mysteries, Physics is Fun (high interest with a lot of student reading and analysis)
- Orientation program for parents and students which focuses on the need to prepare students for high school studies.
- Utilize education plan that student has been developing--focus on the high school coursework needed for the career student is interested in--contrast with current performance
- Teachers use instructional techniques that motivate students to work harder and provide extra help and extra time to assist students in meeting standards and readiness indicators.



**SREB**

**Actions for Transition from Middle Grades to High School Continued...**

- Orient students and parents to high school expectations
- Reduce the ratio of students to teachers in grade nine
- Get a master teacher to lead a team of teachers in core academic courses in grade nine

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HSTW

SDW 134

Third bullet:

Ninth-grade team has same group of students and common planning time to:

- Integrate curriculum
- Align assessments and exams
- Share teaching strategies



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**What makes a ninth-grade catch-up program high-quality?**

---

- **Early identification of students**
- **A lower student-teacher ratio in grade nine**
- **Qualified teachers with depth of content knowledge teach challenging content**
- **School schedules are modified to allow students to be double-dosed – English/reading and mathematics**

**HSTW**  
  
SDW 135

- Some of the schools in our network--particularly in Ohio--enroll everybody in Algebra 1
- Most students go to algebra I for 90 minutes a day (for some kids every other day) but they use the alternate days for students who need extra help in understanding the concepts.
- They are using a mainstream approach by placing everyone in algebra I rather than sorting and dividing based on ability



**SREB**

**What makes a ninth-grade catch-up program high-quality?**

- **Standard-based Curriculum with unit planning by teachers**
- **Teachers are organized into planning teams so they can plan together**
- **Recruit the best teachers to lead the ninth-grade teams**
- **Move beyond remedial instructional**
- **Comprehensive evaluation plan**

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**HSTW**

SDW 136

- Teachers in the most-improved sites were willing to give extra help because they believed what they were asking students to do was important to their future and that students were able to do it.
- Through their willingness to help students, teachers conveyed that they believed students were worth the effort.
- This type of relationship between adults and students increases students' desire to work harder, to perform at higher levels, and to understand the importance of high school.



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**Organize a Ninth-Grade  
School/Academy**

---

- **Separate grade nine from the rest of the school.**
- **Get parent support.**
- **Organize into a series of learning communities:**
  - **teams of teachers**
  - **common groups of students**
  - **common planning time**

**HSTW**  
  
SDW 137

It is important that ninth grade academies do not become a way of sorting kids. The goal is not to create classes with all low level kids in them and high level kids in other courses. This is a practice that leads to disaster.



**SREB**

**Why target postsecondary transition?**

- Senior year not taken seriously
- Low ACT and SAT scores
- High remedial rate in English and mathematics
- Students unprepared for workforce
- National completion rate for college only 39.9%

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**HSTW**

SDW 138

Source: CCTI Brochure

(The College Board-Policy Analysis)



## Research Based Strategies for Postsecondary Transition

---

- Students earn college credit while in high school.
- Enroll unprepared students in transition mathematics and English courses.
  - Courses aligned to college and career readiness standards
- Ensure that students who do not plan to go on to further study are in a CT program.
- Develop extra help for students having trouble graduating.



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**Additional Actions for Making the Senior Year Count**

- Have community college administer placement exam during 11th grade
- ACT Test for everyone in 11<sup>th</sup> grade
- Reality check prior to the senior year with parents, adviser and counselor
- Enroll seniors in upper-level courses
- Enroll all seniors in at least three academic courses
- Consider requiring a senior project that includes a research paper, a product or service, an oral presentation and a power point

**HSTW**  
  
SDW 140

•In states where everyone takes the ACT, this junior assessment can help determine which seniors are likely to be placed in remedial courses in college allowing the school to put these students in senior courses that will prepare them for college level work.

•If the school is on a semester block schedule, seniors should be required to enroll in 4 academic courses.

•The reality check may have to occur as early as the end of 10th grade for some students.



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## Extra Help/Transitions

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Review your current status related to the key practice and determine one outstanding practice in place.

- 1. Determine three major actions your school can take to improve ongoing, timely extra help at your school.**
- 2. Determine three major actions your school can take to identify at-risk students and improve their ninth-grade transition.**
- 3. Determine three major actions your school can take to improve high school to college and career transitions.**

See Pages 28-29 of Planner

HSTW

SDW 141

How will you identify students?

How will you begin to communicate with the middle school?

How will you begin to track the success of graduates?

How will you get seniors enrolled in these classes?

Divide the teams into three groups to:

1. look at the overall effort of establishing an on-going extra help system
2. focus on middle grade to ninth grade transition
3. deal with the senior transition



The slide features a blue vertical bar on the left with the SREB logo and the text 'Southern Regional Education Board'. The main content area is white with the title 'Team Planning...'. A blue triangle in the top right corner contains the text 'HSTW'. The bottom right corner of the slide contains the text 'SDW 142'.

**SREB**

**Team Planning...**

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SDW 142

For State teams, you can proceed with the next slide.

For school teams, you will want to inform teachers of their focus team and have them regroup so they are sitting together.



The slide features a blue vertical bar on the left with the SREB logo and the text 'Southern Regional Education Board'. The main content area is white with a blue diagonal banner in the top right corner containing the text 'HSTW'. The title 'Focus on What You Can Change' is in red and underlined. Below the title is a bulleted list of four items, each starting with a red bolded term followed by a blue question.

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**HSTW**

## Focus on What You Can Change

- **Structure:** Rigor of what is taught and what is expected.
- **Quality Instruction:** How are students taught?
- **Support for Students:** How is staff related to students?
- **Support for Teachers:** How do teachers learn and related to each other?
- **Leadership:** How are we involved in using data for Continuous Improvement?

SDW 143

- Reference pages 6-9 of the planner.
- These implementation rubrics were developed because people were asking what HSTW implementation looked like.
- It gives schools an idea of how to more deeply implement the model in the four areas: structure, instruction, support, and leadership. You must pay attention to all four areas of change.



The slide features a blue vertical bar on the left with the SREB logo and the text 'Southern Regional Education Board'. The top right corner has a blue triangle with the text 'HSTW'. The main content area is white with a red title 'Next Step: Prioritize Actions' and a bulleted list of instructions. At the bottom right, it says 'Pages 31-32 of Planner' and 'SDW 144'.

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**Next Step: Prioritize Actions**

- List of all the actions developed and rank items by impact on student achievement and high school completion rates
- Select top 5 actions for the first year
- Select one item in:
  - structural, instructional, support and leadership change
- Do the same for years 2 and 3 (make sure you have at least one action in each of the four areas)

Pages 31-32 of Planner

SDW 144

We will come back to page 30 after they have prioritized actions.

**For focus teams, make sure they have flip chart pages to reference that were created by table teams during the workshop.**

**State school teams will reference flip chart pages and the recorder's planner.**

You may need to flip back to slide 141 after they understand the instructions for prioritizing their actions.

You will need to keep the groups together at this point, so give them a time limit on prioritizing and let them know that they will have time to continue this later if needed. The important thing is that they have time for at least year 1.



The slide features a blue vertical bar on the left with the SREB logo and the text 'Southern Regional Education Board'. A blue diagonal banner in the top right corner contains the text 'HSTW'. The main content area is white with a red title 'Next Step: Prioritize Actions' and a bulleted list of five action items. Below the list, it says 'Pages 31-32 of Planner'. The bottom right corner has the text 'SDW 145'.

## Next Step: Prioritize Actions

- Using flip chart paper, make a list of all the actions developed
- Rank items based on the impact on student achievement and high school completion rates
- Select five of the highest ranked items for implementation in the first year
- Have one item in each of the four areas of structural, instructional, support and leadership change
- Identify five of the highest ranked priority items for year 2 and five more for year 3 and make sure you have at least one action in each of the four areas.

Pages 31-32 of Planner

SDW 145

We will come back to page 30 after they have prioritized actions.

**For focus teams, make sure they have flip chart pages to reference that were created by table teams during the workshop.**

**State school teams will reference flip chart pages and the recorder's planner.**

You may need to flip back to slide 141 after they understand the instructions for prioritizing their actions.

You will need to keep the groups together at this point, so give them a time limit on prioritizing and let them know that they will have time to continue this later if needed. The important thing is that they have time for at least year 1.



**SREB**

**Team Planning**

- 1. Prioritize Actions**
- 2. Determine how you will take this back to your faculty Determine steps to form focus teams and make them active**
- 3. Develop expectations for focus teams**
- 4. Add *HSTW* actions to your school improvement plan; submit action plan in 90 days**

**Page 30 of planner**

**HSTW**

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SDW 146

Modify expectations for school teams. For example, instead of taking this back to “your faculty” you could say “your parents, school board, etc.”

Suggestions for building faculty support are on the next slide...



The slide features a blue vertical bar on the left with the SREB logo and the text 'Southern Regional Education Board'. The main content area is white with a blue diagonal banner in the top right corner that says 'HSTW'. The title 'Suggestions for Building Faculty Support' is in red. Below it, '3-Hour Orientation:' is in blue. A numbered list of five items follows, with numbers 1-5 in red and the text in blue. At the bottom right, 'SDW' and '147' are displayed.

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**Suggestions for Building Faculty Support**

**3-Hour Orientation:**

- 1. Admit Slip/Enhanced *HSTW* Brochure**
- 2. SREB Orientation PowerPoint**
- 3. Create Cross-Curricular Teams**
- 4. Each team take one section of planner, brainstorm, share-out**
- 5. Submit results of brainstorming to school improvement team**

SDW 147

- Assign the “Enhanced HSTW Brochure” for reading before the faculty training and require them to complete an admit slip.
- Provide schools/teams a copy of the SREB Orientation PowerPoint



The slide features a blue vertical bar on the left with the SREB logo and the text 'Southern Regional Education Board'. The main content area is white with a blue header bar at the top right containing the text 'HSTW'. The title 'Establish Need for Change: Share Information with faculty and students' is in red. Below the title is a bulleted list of four items in blue text.

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**Establish Need for Change:**  
**Share Information with faculty and students**

- Through gap analysis
- Determine number of students who could earn a “C” in college courses based on ACT scores
- Obtain numbers of students who are in remedial courses in post-secondary
- Teachers conduct interviews with graduates and report back to faculty


SDW 148

- Help your faculty understand the need for change.
- This charge could be given to a data analysis focus team.





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## Establish Need for Change: Engaging faculty in gap analysis

- **Opportunity Gap**
  - Who is enrolled in which courses?
    - Majority/minority
    - Free/reduced lunch
    - Gender
- **Expectations Gap**
  - Variances in expectations across courses
  - Variances in literacy across the curriculum
    - Survey students/teachers
- **Achievement Gap**
  - Course levels enrolled in by ACT (College/non-College core)
  - Expectations
  - Grade level analysis (grade 9)

SDW 149

This is exactly the data that will be examined when your school receives a technical assistance visit (we will talk more about this TAV at the end of the workshop).



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**Create Focus Teams and Get Them Organized**

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- **Select Chair & Recorder**
- **Chair: Keeps group on target, moving and involves all**
- **Timekeeper: Limits time per speaker, gets group back for large meeting**
- **Recorder: Get the information down for all**
- **Everybody: Get the job done**
  - See page 30-33 of Planner.

**HSTW**  
  
SDW 150

Chair should be a member of school improvement team

Teams will use pages 31-32 to provide feedback to the school leadership team.



## Focus Teams: Develop Implementation Steps for Actions

---

- Assign a major action to one or more of the focus teams
- Draft a charge to the team regarding implementation of this action in year 1
- Have teams develop an implementation plan for the action, present it to the school improvement team and eventually to the entire faculty (**pages 31-34**)
- When year 1 is completed, start work on year 2
- Ask teams to develop benchmarks and monitor plan for implementation



**SREB**

**Focus Team Presentation  
Scoring Rubric:**

1. Team selects a song
2. Team song relates to Key Practice
3. Team knows the words to the song
4. Team performs song along with results of team action planning assignment

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**HSTW**

SDW 152

For school SDWs, use this slide to explain how you are putting the teachers “on stage”

For state-led workshops, explain how schools can use this slide to get focus teams to start working together.



## Ideas to Introduce *HSTW* to Faculty

- SREB materials/newsletters
- Send teams to national staff development workshops
- Teams share and implement ideas
- Visit outstanding *HSTW* sites
- Create study teams around selected materials
- Seek input on implementation plan
- Technical Assistance Visits



## Take Some Action in Year 1

*Don't wait a year, but do it well.*

- What five things can your staff do in year 1?
- Determine steps to form focus teams and make them active.

**See Page 30 of Planner**



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HSTW

## Next 30 Days – Establish Focus Teams

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- **Present priority actions developed during the workshop to entire staff**
- **Form focus teams and assign priority actions to teams**
- **Ask teams to develop implementation plans**

SDW
155

- The School Improvement Team will develop and coordinate a unified action plan for achieving HSTW goals.
- Focus teams support the overall planning and implementation. Each team has a specific charge:
  - Curriculum:** *Ensure that career-bound students complete a challenging, coherent sequence of academic courses with an academic or career/technical concentration.*
  - Staff Development:** *Plan and coordinate staff development activities targeted to HSTW goals and key practices.*
  - Guidance/Public Information:** *Plan and coordinate implementation of a program to educate students and parents about the need for students to work hard in high school and complete a challenging program of study that will equip them for work and postsecondary study.*
  - Evaluation:** *Assess the degree to which goals have been met; provide the School Improvement Team with data to modify and adjust activities as needed.*
- Teams divide tasks and keep the program moving forward.
- Teams provide a way to involve more people and lead to more “buy-in.”
- Teams encourage shared decision making.
- Teams provide a sounding board to ensure that ideas and initiatives are consistent with the HSTW goals and key practices.



## **Second 30 Days – Focus Team Development Implementation Plans**

- **School improvement team reviews initial draft of focus team implementation steps with timeline and benchmarks**
- **Have staff review implementation plan**
- **Develop revised implementation plan based on staff review**



## **Third 30 Days – Present Implementation Plans to District Leadership**

- **Present implementation to district staff**
- **Revise based on district staff input**



## Fourth Month – Present to All for Approval and State Implementation

- Present final implementation plan to all constituents
- Start planning implementation of proposed action plans for year 2
- Continue implementation of year 1 actions

*Final plan due to state by*



**School Leadership Team: Identify staff development needed based on implementation plan**

- **School leadership teams**
- **Guidance counselors**
- **All teachers**
- **Specialized staff development needed by**
  - English
  - Mathematics
  - Science
  - Social studies
  - Career/technical
  - Others
    - See Page 34 of Planner.



## Next Steps

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- **KEEP MOVING!!!!!!**
- **REMEMBER – You own the plan!**
- **Schools that fail to make progress:**
  - **Keep moving after this workshop – the next 90 days are critical to success**



## REMEMBER ...

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All schools want to improve but few want to change. The fact remains that to improve, one **MUST** change.






**Publication available on-line at [www.sreb.org](http://www.sreb.org):**


**Technical Assistance: A Guide for Local Sites** (2003)

Effective organizational strategies are vital when a school is getting ready for a Technical Assistance Visit (TAV). This guide provides sites with step-by-step guidelines for organizing three-day or one-day follow-up visits. Sites learn how to prepare students, teachers and administrators for successful visits that will lead to school improvement. (03V60); 56 pages; 2003;





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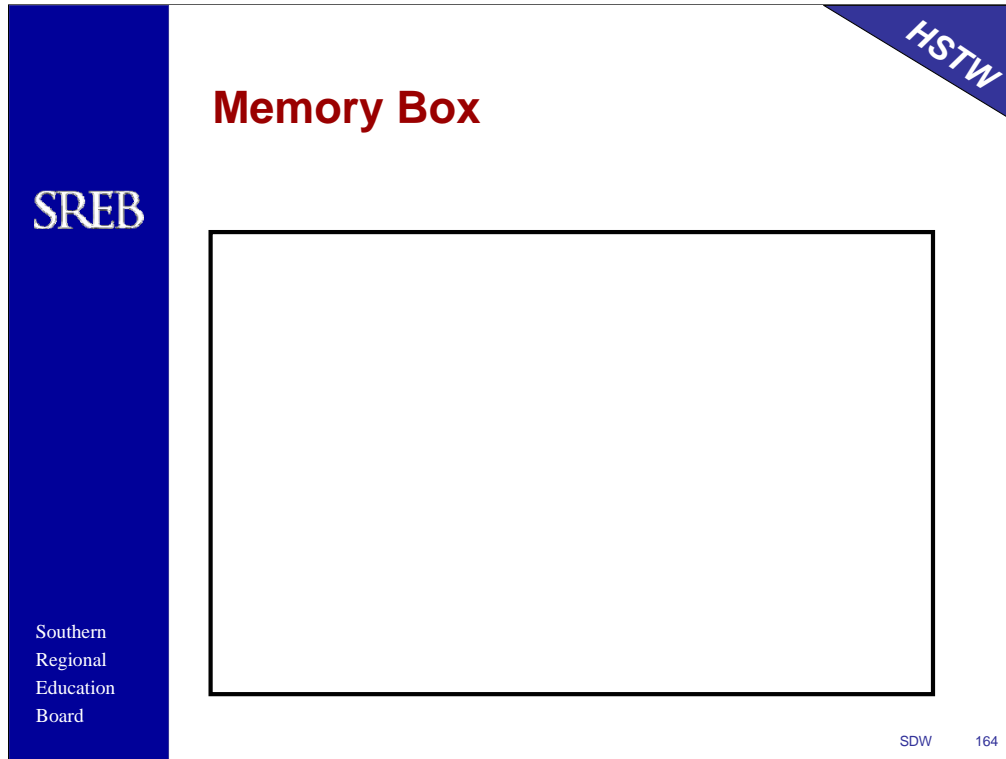
## Reading Homework: Day 1

1. Project-based Learning Guide #11
2. Literacy Guide #12
3. Where Do You Begin? Guide #1 (Principal)
4. HSTW: An Enhanced Design (Principal)
5. Developing Effective Teams Guide #2 (HSTW Coordinator)
6. Students Will Take the Right Courses When the Principal Leads Guide #14 (Counselor)
7. Students Can't Wait (Department Chair)
8. Extra Help Guide #6
9. Business Education Guide #7 (CTE Leader/Chair)
10. Ten Strategies for Creating a Classroom Culture of High Expectations Guide 13

SDW 163

See next slide for review strategy to use the next morning after homework assignment.





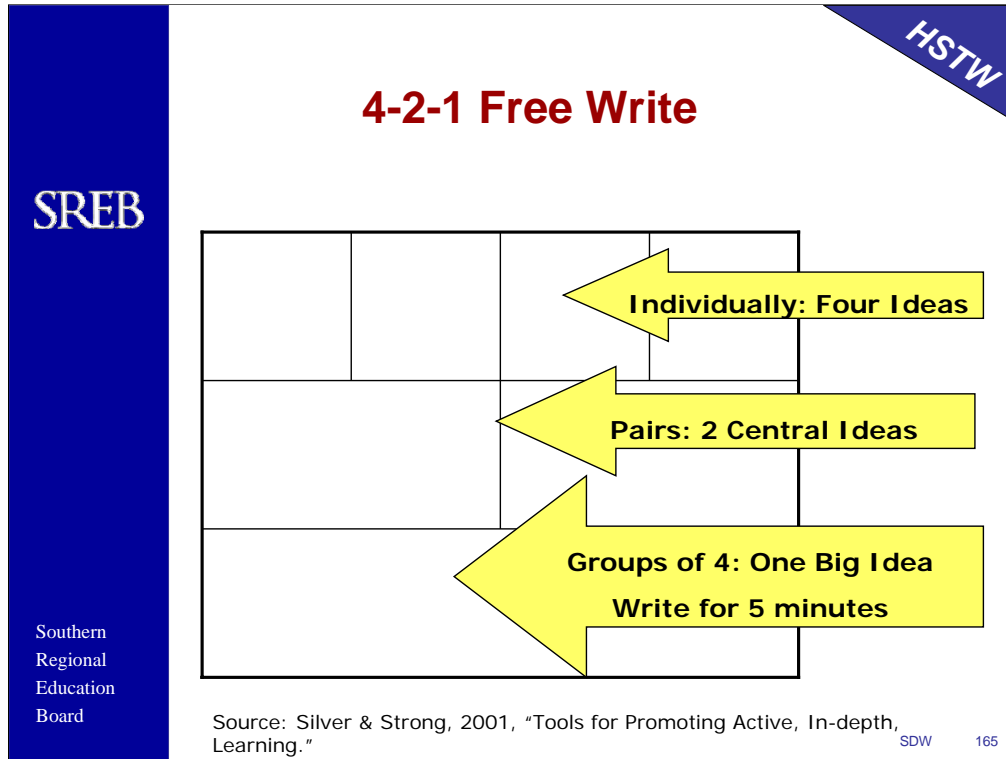
Use to review homework reading assignment—also a great review and literacy strategy:

1. Everyone draws a box on their paper
2. Write down as many big ideas from your reading assignment as you can in one minute (could give 2-3 minutes if time)
3. Stop after one minute
4. Put a star by the MVP (most valuable point)
5. Share that MVP with others at your table in a round robin format
6. Limit your sharing time to one minute
7. Could use this strategy in the classroom and have students write about the MVP

Also a strategy in helping the teacher see if students get the big idea in the reading assignment.

\*In the classroom, encourage the use of the memory box at test time. Offer extra points for students who draw a memory box somewhere on the test. Allow them to earn points by writing an essay on a topic they thought would be on the test but you may not have included. This encourages note-taking and helps instill the habit of jotting down important points when they receive their test—just like many of us used to do when we got our tests in college.





Possible cooperative learning and literacy strategy for debriefing CTE article if assigned for homework.

1. Individuals write down four main ideas
2. Pair off and narrow the eight ideas between the two of you to two main ideas
3. Two pairs get together into groups of four and narrow the four main ideas between the two pairs into one big idea.

Groups then share their one big idea throughout the classroom—hopefully, similarities exist, which helps the teacher see if students grasped the material.

It is called a free write because students could write for 3 or 5 minutes about the one big idea rather than sharing orally. Students would start writing and continue even if they have nothing else to write about the main idea—they can write about having nothing else to write—BUT they keep writing for 3 or 5 minutes.